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ABSTRACT

The first volume of this report describes a survey of the adult basic education program in Michigan, including a statement of purposes, a review of relevant literature, a discussion of procedures and survey instruments, a discussion of findings and conclusions, and a chapter on limitations of the study and recommendations for future research. The four areas of the basic education program are: (1) personal and family management, (2) employability and occupational skills, (3) civic and social responsibilities, and (4) aesthetic and humanistic appreciation. The basic skills of the program are: reading, writing, verbal communications, mathematics, decision-making, and values clarification. The program also includes English as a second language students. The purposes of the survey are to ascertain: the educational needs of adult learners; the staff development needs of the teachers' and changes needed to improve the program. Volumes II and III contain appendices presenting the research design, sampling information, correspondence, statistical data, a bibliography, interview reports, and other information. Volume IV contains copies of the survey instruments. (CTM)

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Project Staff:

Margaret L. Dickinson, Project Specialist
Edward S. Balian, Ph.D., Project Specialist
Ronald L. Pollack, Ph.D., Project Director
Carlotta Gabard, Final Report Editor

ABSTRACT

MICHIGAN ADULT BASIC EDUCATION NEEDS ASSESSMENT 1978

Introduction

Providing instructional services to adults is one of the newest challenges in education today. Primary reasons for expansion in this area include growth in the adult population and more systematic ways of identifying and addressing serious educational deficiencies among adults.

The 1975 census indicated that approximately 797,000 adults in Michigan had less than ninth grade basic education skills and an additional 1,330,000 did not have a high school diploma. Despite the obvious educational need, there were only 30,000 Adult Basic Education (ABE) students enrolled in local school programs in Michigan during 1977-78.

Deciding what should be taught in adult literary programs has been a matter of debate since the beginning of federally funded ABE programs. The general emphasis has been on teaching basic skills that are useful for work and daily living to adults with less than an eighth grade education. The literature contains little empirical knowledge regarding the education of ABE students which can be used in designing more suitable programs.

Purpose

To better serve the growing number of adult learners, the Michigan Department of Education (Adult and Continuing Education Services) contracted with the Macomb Intermediate School District to conduct a comprehensive, statewide Adult Basic Education Needs Assessment. The purposes of the study were to ascertain student, staff development and programmatic needs, and to ascertain the personal characteristics of learners in an effort to help educators understand how and why groups interact with the instructional process.

The needs assessment provides insights into three basic areas: 1) the specific cognitive and affective educational needs of adult basic education learners; 2) the staff development needs of teachers and administrators dealing with the growing ABE/English as a Second Language (ESL) client groups; 3) necessary changes to improve program effectiveness.

Procedures

The focus of the study was a comprehensive quantitative survey. A series of four survey forms for each of the three participating groups was developed in English and foreign language versions.

From the current 105 ABE school districts in the state, a multistage, stratified-proportion, random sample was used to yield 22 districts and the respective sampled classroom sections within each district. Stratifying variables were: urban/rural status, day/evening class time, course work (ABE/ESL) and academic levels of the subject matter. Teachers and students from identical class sections were surveyed. A complete census of administrators from all districts in Michigan was performed. Sample sizes (n) were 2,169 students, 400 teachers, 98 administrators.

The research design was highly interactive between adult learners, teachers and administrators. All groups reported their perceptions of the adult learner in terms of their receptivity to the Michigan Life Role Competency (LRC) Curriculum and their preferences for learning strategies, ranking of skills, teaching behaviors and adult education advertising logos.

All groups gave their opinions on the adult learners' motives for ABE participation and achievement orientations. The teacher and administrator instruments also assessed job satisfaction and teacher competencies, while the student instruments also assessed self esteem. Forty personal, in-depth interviews provided a qualitative inquiry into feelings and attitudes of ABE clients.

Original instrumentation was developed using content validity. Three pilot study surveys were conducted and the use of PA2 varimax factor analysis established construct validity where appropriate.

Data analysis included univariate, bivariate, and particularly multivariate statistical techniques. The analysis emphasized the within and between group differences in attitudes and perceptions of the program and its participants. Over 1,000,000 bits of information were analyzed by computer. The Statistical Package for the Social Sciences (SPSS), versions 6.02 and 7.00, was used extensively in the quantitative analysis.

Findings and Recommendations

Results for students, teachers and administrators and comparisons between group responses were presented for areas in Life Role Competencies (LRCs), learning skills, advertising logo, self esteem, learning preferences, motives for ABE participation, desired teacher characteristics and demographics. A discussion of responses to the written questionnaire and student interviews was also presented in the areas of reactions to the survey, self esteem, motives for ABE participation, evaluation of ABE, attitudes toward teachers and motives for leaving ABE participation.

Recommendations based on the findings fall into four general areas: classroom environment; student recruitment; teacher recruitment; and, teacher/administrator employment situation. Recommendations based upon the findings included:

- Establishment of guidance and counseling services.
- Student involvement in the decision-making process.
- Greater emphasis of speaking, listening, understanding and remembering skills.
- Staff training in working with "special needs" students.
- Increased teaching efforts to survey student learning needs.

- Establishment of basic skill assessment procedures.
- Emphasis on building student self esteem.
- Professional development programs aimed at teacher behaviors of calmness, confidence and consistency in the classroom, and innovative teaching methods.
- Assistance to teachers and administrators in developing an aesthetic and humanistic curriculum.
- Emphasis of teacher methodology and curriculum development to help students improve employment competency skills.
- Assistance to teachers in curriculum materials choices.
- Realistic staff expectations of student basic skill competencies.
- Staff understanding of the student motivation differences for ABE participation.
- A systematized recruitment plan based on the finding that most students find out about the program through relatives and friends who were former ABE students.
- A change in the adult education logo design for ABE students from "You Can" to "Get Your Diploma".
- A procedure for interviewing ABE dropouts to ascertain why they drop out.
- Teacher recruitment stressing the opportunity to broaden one's professional abilities.

Discussion on limitations of the study and future research recommendations were also presented.

The final report was divided into four volumes. Volume I contains the body of the report, Volumes II and III contain a multitude of tables, the research design, and a practitioner's bibliography. Volume IV contains the survey instruments.

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CHAPTER 1. STATEMENT OF THE PROBLEM

General Background

The delivery of instructional services to adults is one of the newest and fastest growing areas in education today. Adult education programs are expanding as: (1) the youth population declines and the adult population grows in the United States and (2) serious educational deficiencies among adults are being identified and addressed in a more systematic way.

The overall rate of participation in various adult educational programs increased from 7.8 percent to 13.3 percent of the eligible population between 1957 and 1975 (National Center for Educational Statistics, 1976). However, the more difficult task of reaching and retaining adults who have the greatest learning needs remains to be done.

Adult Education Target Population

The Adult Education Target Population, identified by the Research Committee of the National Advisory Council on Adult Education (NACAE), was set at 57 million adults in 1975 and has been growing steadily. This adult learner group is made up of persons 16 years of age and older who have not yet completed their high school education and are not enrolled in school. Fifteen million of these adults have less than an 8th grade education and are specifically identified as the highest priority sub-group within the target population (NACAE, 1974). Their need for adult education services is the most obvious.

However, the Comptroller General of the United States reported to Congress on June 4, 1975, that "only about 1 percent of the Adult Education program's estimated target population of 57 million adults and 4 percent of the 15 million adults with less than eight years of school have participated in any given year"(Comptroller General, 1975, p. 4-5).

Efforts have been made to provide educational services to the target population but the number of prospective clients increases yearly. In fact, the high school dropout rate is almost equal to the enrollment rate in adult education programs. In 1973 for example, 849,000 adults enrolled in Federal/State grant adult education programs nationally while 800,000 new high school dropouts were being added to the backlog of 57 million adults already in the target population (NACAE, 1974).

Educators and responsible citizens have become alarmed by the knowledge that one fourth of the American population is ill prepared for personal, social, political and economic responsibilities. Declining adult skill development is coming at a time when the economic well-being of this country is more dependent than ever on a well trained, motivated work force. As our highly technological society makes more demands for competence and commitment, the need for upgrading adult skills is sure to become more important.

Economic Problems Faced by Disadvantaged Adults

Although members of the target population come from all socioeconomic strata and represent a wide variety of learning needs, most are disadvantaged adults. Most are older Americans, members of minority groups or migrant workers who come to programs to learn basic skills and improve chances for employment (National Center for Education Statistics, 1976).

Adults with less than a high school education experience these economic disadvantages:

1. More than half are chronically unemployed.

2. More than 3.3 million rely on public assistance as their chief means of support.
3. Of those working, a disproportionate number suffer periodic unemployment, part-time status and low wages. Of those without diplomas, 75 percent earn less than $5,000 annually and at least 1/2 million supplement their income with public assistance.
4. Many are denied promotions because they lack credential requirements and the ability to respond to the changing geography of employment opportunity.
5. Most are unhappy at the tedium of their job tasks (NACAE, 1974, p. 31).

Productivity is Related to Education

Government projections show at least two more decades of upward shift in the years of school attainment necessary for success in the work world. Expansion of job opportunities in the white collar, skilled and service fields through 1990 will benefit only those people who are the most adaptable and mobile.

The educational and skill level of the adult education target population is important to all Americans because it contributes to the growth and diffusion of technological progress in this country. The educational attainments of a nation's work force is always reflected in the growth of its productivity.

In general, the United States has had a good record of productivity growth. "Output per manhour . . . has doubled in the past 25 years" (NACEA, 1974, p. 27). Recently however, Japan and several Western European countries have exceeded our performance, with important consequences for our international economic position and our domestic inflationary problems. It is generally believed that our international economic bargaining position can be much improved by more fully addressing the education and training needs of our labor force.

Is America Institutionalizing a Disadvantaged Class?

Increasing income and rising standards of living are benefits most Americans have learned to take for granted. In the period from 1947 to 1972 family income in the United States (adjusted for rising prices) doubled (U.S. Bureau of Census, 1973) leaving those with below-the-norm education further and further behind in terms of real and relative income. As the gap between the "have's" and the "have nots" widens and becomes more permanently fixed, leadership in this country must decide if a healthy American society can afford to allow the institutionalization of "The Other America"--a disadvantaged class (Harrington, 1962).

Americans lacking education and jobs are shown to be involved in more crime, have more personal and family problems, contribute less to the maintenance and well being of their communities and participate less in the democratic process. Examination of any one of the problems alone should provoke citizen interest in solutions. Taken together, they represent an immense area of need for serious attention.

Legislative Aid to Disadvantaged Adults

Over the years Congress has become more aware of these problems and sought to upgrade adult literacy through various programs aimed at disadvantaged adults.

The Manpower Development and Training Act of 1962, P.L. 87-415, provided a wide variety of adult occupational training. Title II gave legislative birth to adult basic education.

The Vocational Education Act of 1963, P.L. 88-210, expanded, improved and developed new programs in vocational education for high school students and others who have already entered the labor market.

The Economic Opportunity Act of 1964, P.L. 88-452, was the cornerstone of the war against poverty. Title II B provided the impetus for the development of Adult Basic Education (ABE) as we know it today.

The Elementary and Secondary Education Act of 1965, P.L. 89-100, was the most significant federal aid to education act ever enacted by Congress. Although primarily for children, it did provide new benefits in adult education programs.

The Adult Education Act of 1966, P.L. 89-750, established adult basic education, granted a minimum amount of dollars to each state and continued the "90-10" matching funds formula.

The Life Long Learning Project, P.L. 94-482, (1976 Amendments to Title I of the Higher Education Act) defined and championed the "process by which individuals continue to develop their knowledge, skills and interests throughout their lifetimes." They included "all deliberate learning activities whether they occur in the workplace, on campus, or at home, through formal or nonformal organizations, through traditional or nontraditional methods, or through the self-directed efforts of an individual" (Executive Summary "Life Long Learning and Public Policy" for U.S.O.E., 1978).

Although President Carter's 1979 budget contains a request for $5 million for lifelong learning, no congressional appropriations have been made thus far to serve the identified groups: workers as learners, urban youth as learners, women as learners and older adults as learners.

Defining ABE Staff Development Needs

Congressional interest in defining the cognitive and affective learning needs of disadvantaged adults has grown steadily as funding to adult education programs has increased. Awareness of the need to initiate professional staff development activities for teachers serving this unique client group has also increased.

The 1970 Amendment to the Elementary and Secondary Education Act, P.L. 91-230, Section 309 (C) focused special attention on the need for teacher training. It authorized the Commissioner of Education "to make provision for training persons engaged or preparing to engage, as personnel in adult education programs designed to carry out the purposes of this title, including the payment of such stipends and allowances (including traveling and subsistance expenses, if any, for such persons and their dependents) as the Commissioner may determine by regulation." It continued, "The Commissioner may provide such training directly or by contract or he may provide for such training by making grants to institutions of higher education, state or local educational public or private agencies or organizations."

Defining Adult Learning Needs

The questions of what should be taught in adult literacy programs has been a matter for debate since the beginning of federally funded ABE programs. The Adult Education Act of 1966 (Title III, P.L. 89-750) emphasizes the need for teaching basic skills that are useful for work and daily living to adults with less than an 8th grade education.

The U. S. Office of Education advocated the concept of competency-based education by sponsoring the Adult Performance Level (APL) Study at the University of Texas at Austin, 1972-1976. This study identified sixty-five "objectives" for students to meet to become functionally literate.

The competency items are grouped into five general knowledge areas: Consumer Economics, Health, Community Resources, Occupational Knowledge and Government and Law. The objectives include such tasks as: reading directions on a bottle of prescription medicine, balancing a checkbook, completing voter registration forms, using road maps and responding to help wanted ads. The APL theory suggests that if basic skills are taught as specific competencies within the context of these five general knowledge areas, adult learners will be better prepared than they are now to cope with real-life responsibilities.

James T. Parker of the U. S. Office of Education reported that based on APL criteria, "almost 23 million Americans lack the competencies necessary to function in society and an additional 33.9 million Americans are able to function, but not proficiently" (Parker, 1976). Taken together, these totals probably represent the same target population of those individuals lacking a high school diploma identified by the National Advisory Council on Adult Education.

Some Concerns About APL

However sound the logic may appear behind the competency-based APL model, serious problems do exist within both its conceptual and methodological framework. An important discussion is now underway among educators about the validity of the basic assumption in the APL research design that the prime source of knowledge on minimum adult performance level criteria exists in the experiences, accumulated data, and reports of adult education professionals (Texas Educational Agency, 1974).

Critics of the APL model insist that greater involvement of both matriculating and non-matriculating members of the target population is necessary to insure the creation of a representative and useful list of competency objectives.

MacDonald and Clark insist that "curriculum development is a continuous process of making human judgements about what to include and exclude, what to aim for and avoid, and how to go about it - difficult judgements even when aided by technical and scientific data and processes" (MacDonald & Clark,

1976. p. 408). They emphasize that "the selection of a beginning point is a statement of values" (MacDonald & Clark, 1976, p. 407). If educators make the wrong assumptions about what clients need or express the wrong ideal of what they should want, no amount of data manipulation can convert an error into a sound educational principle. It is now more widely believed that educators cannot expect to attract and retain the 96 percent of the target population who are not participating in ABE programs unless they find out directly from adult learners what they want and need to learn.

Although some local programs have made efforts to develop curriculum and materials which address the APL objectives, most ABE programs still present reading, writing and arithmetic exercises using teaching strategies originally designed for K-12 populations. Teachers make varying degrees of effort to apply basic skills to practical life situations.

This reluctance to adapt curriculum and methodologies is based on several factors. Because the national dissemination process has been slow and incomplete, many practitioners in the field have little knowledge of the goals and objectives of the APL approach. Some are suspicious of curricula content being developed without adequate input from ABE clients. And some teachers find access to competency-based instructional materials blocked by financial and administrative barriers.

Specific Background

Michigan's Tradition of Excellence in Adult Education

The 100-year history of Michigan's adult and community education is an interesting and innovative one. Adult education began in 1862 in a small Michigan mining town. Today's adult education program has its roots in the pioneering efforts of educators like Frank Cody in Detroit in the 1920s and Frank J. Manley in Flint in the 1930s (Columbus, 1978).

The efforts of the Michigan Department of Education, Adult and Continuing Education Services in the fall of 1976 to improve the Texas APL model was a natural step in the history of Michigan education. Their plan was to allow for greater student and teacher involvement in the creation of a competency based curriculum to serve the 2,386,301 members of Michigan's adult education target population (NACEA, 1974, p. 123).

Michigan's Target Population

According to 1975 census data, there are 5,373,110 adults in Michigan between the ages of eighteen and sixty-five who make up the state's productive manpower potential. Fifteen percent, or approximately 797,000 adults, had less than ninth grade basic education skills and an additional 24 percent, 1,330,000, do not have a high school diploma. As many as 43,420 cannot qualify for any of 409 occupations identified in the State Board of Education Taxonomy.

Michigan's adult education target population has difficulty participating in the democratic process, resolving social problems, realizing satisfactory self-development, becoming wise consumers and reaching their full vocational potential. And, there are approximately 434,200 Michigan citizens sixty-five years of age or older, who need or desire educational programs to assist them in making the transition to retirement to help them continue contributing to society and to help them adjust to leisure time activities (HEW Annual Program Plan: Fiscal Year 1977).

Program Goal and Objectives for Fiscal Year 1977

To better serve the growing number of adult learners, the Michigan Department of Education, Adult and Continuing Education Services directed local educational agencies (LEAs) currently serving the state's 30,000 Adult Basic Education (ABE) students to work toward the following program goal and objectives approved by the Michigan State Board of Education:

> "To make available through delivery services approved by the State Board of Education, the opportunity for every adult citizen of Michigan to attain the essential basic education skills necessary to prepare such person for full and responsible participation in society.
>
> Objective 1. To identify and recruit all groups of adult citizens who have less than the basic educational skills.
>
> Objective 2. To provide services which will offer each adult participant the opportunity to learn the essentials of arithmetic computation, communications, reading and survival/coping skills based on competency based performance objectives approved by the State Board of Education.
>
> Objective 3. To provide for issuance of an adult basic education proficiency certificate based on competency based performance objectives approved by the State Board of Education.
>
> Objective 4. To provide counseling and guidance services which will assure successful activities for Adult Basic Education (ABE) participants." (HEW Annual Program Plan: Fiscal Year 1977).

Creation of the Life Role Competency (LRC) Curriculum

Four curriculum areas for ABE programs were identified in the development of the LRC program. These are: (1) Personal and Family Management, (2) Employability and Occupational Skills, (3) Civic and Social Responsibilities, and (4) Aesthetic and Humanistic Appreciations. These areas encompass the competency based performance objectives approved by the State Board of Education. It was suggested that reading, writing, verbal communications, mathematics, decision-making and values clarification be defined as basic skills across all four curricular areas.

The new curriculum can be applied in all four types of adult education programs. In the Adult Basic Education (ABE) and English as a Second Language (ESL) program, students with less than an eighth grade education are taught the basic skills of reading, writing and arithmetic. The aim of the Adult Secondary Education (ASE) and General Educational Development (GED) program is to improve student skill development to a 12th grade equivalency. Adult learners who finish these programs are awarded either high school diplomas or GED certificates.

In the Vocational Education program students can learn numerous blue and white collar job skills. The fourth type of program, Continuing Education, provides opportunities for adults to learn a wide variety of leisure time activities, including arts and crafts, home management, parent education, retirement education, consumer education, religion, humanities, languages, ecology, physical fitness, sports and recreation.

The planners of the LRC curriculum envisioned that it would be applicable for K-12 students as well as for adult learners.

Staff Development Needs

Statewide interest in upgrading and enlarging staff development efforts has grown as adult education policy makers have found out more about the special learning needs of adults, felt the effects of community criticism of educational outcomes and recognized the effects of declining K-12 enrollments on the nature of the state teacher pool, in general, and the adult education teacher group, in particular.

Currently, most ABE teachers are ill prepared to implement findings from recent research in gerontology and adult developmental psychology that support the basic assumption underlying the creation of special models for the education of adults. It has been shown that the needs and nature of the older adult population, in particular, differ significantly from other age groups. Therefore, the type of education available to such a population should also differ from those models designed for younger age groups. Gerontological research that focuses on the various biological and physiological changes that occur with aging documents sensory losses in vision and hearing and a gradual slowing of motor performance and reaction time (Birren, 1964 and Bromley, 1966).

In addition to these personal changes, an older American must also cope with rapid social and technological changes occuring in American society (McCluskey, 1974). All or even a few of these types of changes may strongly interact with the learning environment in which the older adult participates at any given time (Hendrickson, 1973).

Preparing instructional personnel to be more responsive to the legitimate needs of various adult learner groups is also appealing from an educational accountability point of view. Local administrators are very aware of community discontent over declining scores on academic achievement tests and the growing endorsement of educational delivery systems that teach basic skills.

The accelerated efforts to implement competency based education curriculums in various areas of the nation have suggested that it is likely to become the primary program base for the majority of education activities within the foreseeable future. Colleges and universities in charge of teacher training have been slow, however, to prepare their graduates to manage a learning process where functional goals are the intended outcome. It appears the burden of teacher preparation will therefore rest with state and local programs.

Speaking in favor of teacher involvement in the creation of a new ABE Teacher Training Curriculum, Donald Mocker and George Spear (1976) said, "If such staff development is to be more than intuitive in its approach, the competencies required for teaching the Adult Performance Level curriculum must be identified and then used as the intended outcomes for staff development training."

Declining K-12 enrollments and subsequent "new" teacher layoffs have created an active teacher pool in Michigan of staff members who are years removed from their original professional training and relatively secure in their job assignments. It is likely that, left undirected, they would approach any new curriculum with unchanged attitudes and methods. The goals and objectives of the training and experience background of individual teachers are hard to change. If the staff developments needs of these tenured teachers are not systematically and thoroughly addressed by Local Educational Agencies (LEA's) there is little reason to expect them to be willing or able to initiate specialized adult learner teaching strategies or implement promising educational practices.

Michigan ABE Needs Assessment

The Michigan Adult Basic Education Needs Assessment, funded under Section 309 of the Adult Education Act (P.L. 91-230), is an intensive study of specific ABE/ESL program needs. Through qualitative and quantitative inquiry of adult learners, teachers and administrators involved in programs, the needs assessment provides answers to these three questions: (1) What are the specific cognitive and affective educational needs of adult learners? (2) What are the staff development needs of teachers dealing with the growing ABE/ESL client groups? (3) What changes, if any, are needed to improve program effectiveness?

CHAPTER II. REVIEW OF THE LITERATURE

Introduction

Chapter II consists of a general discussion of the scope and availability of research studies done into various areas of adult education. It includes a discussion of findings from local, state and material studies. It is organized by the three most common areas of inquiry: program evaluations, staff development assessments and adult learner characteristics. Previous statewide needs assessments are analyzed in terms of their objectives, procedures, findings and suggestions for future research. A discussion of issues relating to the implementation of competency-based curriculums is included as a contribution to the national dialogue on proposed learning outcomes. Various points of view are represented and recommendations from leading adult educators are presented.

General Background

Adult Basic Education (ABE) programs began to multiply in 1964 as a result of Federal enabling legislation and the establishment of national priorities for ABE. Since that time local administrators across the country have struggled to enlarge and improve programs by borrowing from the youth educational system or putting the intuition and experience of their personnel to use. Little empirical knowledge regarding the education of functionally illiterate adults has been available for administrators to use in designing more suitable programs.

Previous research has not specifically targeted issues in adult education such as the rapid turnover of students or insufficient cognitive

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gain. Instead, studies have tended to concentrate on demographics of the adult learner, who is typified as poor, undereducated and with multiple responsibilities and problems (Xerox Corporation, 1967). Or they have criticized adult education programs as being inappropriate and insensitive to the special adult learner clientele (Mezirow, 1969). Only recently have researchers given systematic attention to the staff development needs of teachers dealing with this unique client group. (Mocker, 1973, Zinn, 1974 and Spear, 1976).

First Longitudinal Study in Adult Education

Delays in the establishment of a national clearinghouse on adult education have hampered a systematic dissemination of findings that do exist. Local program directors find it difficult to assess useful information collected in nationwide evaluations of ABE programs. The results of the first longitudinal study, conducted between 1971 and 1973, that examined the relationship between students' ABE experience and changes in test scores, basic skills, work experience and income are an example of such information (Kent, 1973). This particular study could be especially valuable to program administrators because it also considered the impacts of innovative demonstration and teacher training projects and assessed the success of various recruitment techniques.

Few ABE teachers and administrators are aware that this study found students' interests and motivations to be different from the broad economic goals expressed in the Adult Education Act (PL 91-230 III, as amended, Sec. 302).

Although students' educational objectives are more academic than job-oriented, the study found that program participation appears to lead to improvement in both areas. The study reported that the number of ABE students in the labor force increased from 50 percent to 70 percent in 18 months while their mean income increased 21 percent during this period. The ABE student sample (N = 2,300) showed an average cognitive gain after four months of 0.5 years in reading improvement and 0.3 years in mathematics. However, none of the effects found could be directly attributed to specific program characteristics or classroom strategies. (Kent, 1973, p. 1-9).

Private Industry Projects with Adult Learners

Information from studies done within private industry and among labor organizations has not been sufficiently disseminated to local school district personnel either. Few ABE administrators in Michigan are aware of learning strategies developed locally by automobile companies such as Chrysler Corporation's Goal Directed Group Counseling Model (McPherson, 1969). The model, which aims at improving expectations of success in manpower training activities, was originally developed in response to a high dropout rate among new employees engaged in subsidized on-the-job training.

Using in-depth interviews and written questionnaires researchers observed that dropouts were consistent in their expressions of unworthiness and expectations of failure in learning situations. By arranging for implementation of independence building counseling strategies developed by A. H. McPherson, Chrysler Corporation was able to increase the rate of retention among program participants from 50 percent in 1969 to 87 percent in 1971.

The Goal Directed Group Counseling Model uses intense counseling and mobilization of peer support in a learning/applications sequence designed to develop a positive task orientation, appropriate discussion skills and a healthy self-concept.

By helping disadvantaged adults learn how to set realistic goals and accept personal responsibility counselors have helped trainees improve their attendance, persistence, cooperation and job performance.

Statewide Needs Assessments

Statewide needs assessments of adult education programs across the country have generally been concerned with either program evaluation or staff development needs. Few, if any, have incorporated a study of adult learner personal characteristics with these other issues as a way to understand how and why groups interact in the instructional process.

Program Analysis

Maine. An early statewide adult education program evaluation was done in Maine in 1969. The findings include a list of reasons given by students for enrolling in ABE, verification of the usefulness of counseling received by students and a list of teaching qualities students considered most valuable. The study divides student goals into the two categories of self-improvement and task-oriented. It concludes that "non-citizens have fewer task-oriented goals than citizens and that the employed have more task-oriented goals than the unemployed". (An Evaluation Study of Adult Basic Education in Maine, 1969, p.43).

Massachusetts. Personal interviews and questionnaires were used to assess information from Massachusetts' adult learners about the appropriateness and usefulness of ABE programs there. Several results of this study have implications for other ABE programs. First, oral communication skills were found to be more important than literacy and computational skills. Second, teacher-student relationships were positively correlated to the students' self-image. The researches concluded that "most students did not realize that it was they who had the ability to learn and that the teacher brought this ability to the fore" (University of Massachusetts School of Education, 1970).

Texas. A third statewide program analysis, completed in Texas in 1974, analyzed factors determining student enrollment, attendance, and completion of ABE programs. Interviews were conducted with adults who had left the program during the previous three years. Situational factors like income levels and job security and dispositional factors like perceived mastery of the environment were both considered in the analysis of goals and reasons for enrollment.

A relatively small percentage of the adults surveyed gave occupational or economic improvement as reasons for their participation in the adult education program. Some of the major reasons given by respondents were "just to get an education," for personal improvement, for social reasons or for the acquisition of particular skills or knowledge. Thus, it does not seem appropriate to say that adults who dropped out of the program before receiving some certificate have failed. The researchers concluded that, "Success or failure must be relative to the goals which adults themselves set" (Richardson and Nyer, 1974).

Missouri. "A Survey of Adult Basic Education in Missouri, 1965-1969," was another attempt to evaluate adult education program effectiveness by surveying program participants and former enrollees. Its purpose was to measure the effects of the ABE program on its participants in terms of the broad goals of ABE as stated in the "Missouri Manual of Operations for Adult Basic Education." These goals are to make adults "less likely to become dependent on others, improve their ability to benefit from occupational and homemaking training, increase their opportunities for more productive and profitable employment and make them better able to meet their adult responsibilities" (Ferguson, 1969).

The researchers concluded that lack of reliable evaluation criteria made measurements of independence and success very difficult. It was found that the outcome of instructional procedures could not be easily matched to the idiosyncratic goals of so large a group of individuals. In addition to the conceptual problems of finding reliable criteria to evaluate success of ABE students, the researchers also had difficulty in generalizing the findings to the entire ABE population because of a low response rate. Only 20 percent of the former students sampled returned the self-administered mail survey. (Ferguson, 1969). In spite of these difficulties, the study's model for gathering data from new ABE enrollees contributed much to subsequent ABE research efforts.

West Virginia. Another important follow-up study aimed at program evaluation was conducted with ABE graduates through the Appalachian Adult Basic Education Demonstration Center at Morehead State University in Kentucky. This study followed 85 graduates of West Virginia's ABE program for three years in order to "assess the ABE program by the impact on and relevance to the economic, family, educational and community lives of ex-students and to provide a three year supportive program to reinforce the ABE experience". (Appalachian ABE Center, 1970, p.1). One of its main objectives was to "determine what kinds of behavioral changes and to what extent behavioral changes occur in the adult basic education student as a result of their participation in the adult basic education program" (Appalachian ABE Center, 1970, p.11).

Modified behaviors are not easily measured by standardized tests and so it was determined that a model system of long-range follow-up procedures was necessary to measure changes coincident with the ABE program experience. Data for the study was gathered through mailed questionnaires and casual conversations at informal gatherings.

Wisconsin. The Wisconsin longitudinal study into behavior changes of former ABE students is in keeping with conclusions of the West Virginia study. It recommends that "more emphasis be given to testing the output in terms of a broader range of behaviors" (Shaaron, 1970, p.15). Researchers sought, through personal in-depth interviews with former ABE students, to ascertain the ultimate outcomes of the program which are reflected in family life, on the job and in the community as former participants apply what they learn (Grotelueschen, 1974, p.8).

The purpose of the study was to determine "if an increased number of hours of participation in the program affects the degree to which specific objectives have been met and if time elapsed since termination from the program affects the nature of the objectives that have been met and the degree to which they have been met" (Gateway Technical Institute, 1976). Researchers looked at two kinds of data, the value participants placed on learning experiences and evidence from cognitive tests of improved academic and coping skills.

This study provided an excellent model for future follow-up studies and reported student preferences for cognitive and affective learning needs. In addition, it illustrated the important point that, "In any follow-up of ABE students recognition of the many variables which contributed to the success or failure of any individual should prevent undue claims for ABE successes and temper criticism for its apparent failures" (Adult Basic Education Follow-Up Abstract, 1976, p.6).

Iowa and Pennsylvania. Some states, Iowa and Pennsylvania, were able to make a thorough analysis of their programs by using the method of perspective discrepancy assessment developed through a series of studies initiated in 1969 (Mezirow et al. 1974; Know et al. 1974). This method employs field studies, interviews, questionnaires and direct observation in data gathering. It is conducted simultaneously at several sites, providing mutual feedback and suggesting hypotheses for validation in multiple settings.

Analysis of field operations called for a classification of programs into six component parts: recruitment, staffing, goal setting, collaboration, instruction and in-service education. These areas were then analyzed in terms of discrepancies between the expectations of those participating in the program and current program practice and the expectations of those involved in policy formation and those concerned with program implementation.

Major discrepancies between current practice and the expectations of those involved in the program were thought to signal potential problems. Once identified, these problems could be corrected through policy and program revision and teacher training activities.

Speaking of this method's special advantages, Jack Mezirow (1975, p.2) said:

> The rationale of perspective discrepancy assessment is based upon the assumption that educational process exists as an object of analysis only as a function of the way it is perceived through the eyes of those involved in the interaction -- those who make it happen. What does and does not happen can be only understood by ascertaining the meaning of this interaction for people who plan and implement the program. To improve the program one must

understand not only what is happening but why.

The Pennsylvania State University research staff complemented their state's program analysis with a curriculum assessment component designed to assess the students' need for the functional competencies of the Texas Adult Performance Level (APL) project (Northcutt, 1975). By presenting subsets of the 67 competency objectives they were able to learn about students' performance in the life role areas of occupational knowledge, consumer economics, health, community resources and government and law.

Reactions to Adult Performance Level Project

Some state directors of ABE programs have been more tentative in their acceptance of the conceptual model upon which the APL project is built. They have observed the systematic evaluation of APL by critics who feel that too large a commitment has been made to an unproven educational theory (Griffith and Cervero, 1976). It has been pointed out that similar attempts to build a curriculum based on a finite list of educational objectives (Spencer, 1861, Bobbitt, 1926), have failed because the objectives were chosen arbitrarily, not discovered empirically.

Some contemporary criticisms of APL mirror concerns expressed by progressive educators of the 1930's who claimed that the realization of the individual learner as a unique person is not fostered through a highly standardized curriculum.

Others (MacDonald and Clark, 1976) insist that any list of learning objectives should respect and reflect the values of the client group it is meant to serve. Student involvement in the creation of curriculum is essential to avoid what usually takes place, "that a personal bias or preference is in operation under the guise of an objective and scientific determination" (MacDonald and Clark, 1976, p. 407).

Robert Maynard Hutchens rejected the adaptive approach to education, not because it neglected the learner, but because it neglected the very subject matter which many believed made human intelligence possible. He called for a return to the dialectic examination of the greatest ideas formulated by the greatest writers who ever lived (Eisner, 1967, p.40-41).

Serious concern also exists about the methodologies employed in preparation of APL criterion-referenced measurement instruments.

In a comparative evaluation of several tests of adult functional competency, measurement and evaluation specialists (Nafzeger et al., 1975) rated the APL prototype test as fair on measurement validity, good on examinee appropriateness and poor on technical excellence and administrative useability (Nafzeger, 1975, p. 100-101).

The validity of The American College Testing (ACT) Program's 1976 version of the test, which omitted oral communication skills, is also under serious question.

New Jersey. New Jersey researchers, aware of these concerns about the APL model, used a slightly different method to identify functional competencies necessary for their ABE population. By combining a highly structured personal interview of attitudes and self-assessment with the written cognitive tests, American College Testing Program (ACT) and California Achievement Tests (TABE Level M), researchers were able to get a more balanced picture of adult learner needs (Center for Adult Development, Rutgers University, 1977).

Illinois. Not all states have used Mezirow's Research Design or APL Evaluation Procedures to assess program effectiveness.

Entirely different line items were developed in "An Assessment of Illinois Programs in Adult Basic Education" under the categories of:

(a) curriculum and instruction, (b) intra-institutional relationships, (c) extra-institutional relationships, (d) professionalism (e) evaluation and follow-up, (f) physical facilities, (g) efficiency and accountability and (h) support services. By asking students and teachers to record the percentage of time that numerous axiomatic activities occurred under each topic, evaluators were able to identify program areas that needed improvement (Northern Illinois University, 1976). This study contributed to future research efforts by pointing out the importance of observing survey procedures that minimize program intrusion, inhibit the anxiety of respondents and are specifically targeted at programmatic findings (Smith, 1976).

Staff Development Need Analysis

Some needs assessments (Puerto Rico, Idaho, Virgin Islands and Iowa) have used different versions of Dr. Donald Mocker's (1974) Teacher Inventory to assess curricular guidelines that are specifically aimed at training teachers for the undereducated adult. The Teacher Inventory, presented in two parts, is intended to determine the respondents' concept of desirable ABE teaching qualifications and the respondents' self-assessment of personal ABE teacher competencies. Both parts use approximately 200 identical questionnaire items with the point of view of the respondent altered in each case.

By focusing on the respondent's knowledge (ability to recall and recognize specifics and universals), behavior (demonstration of ability to perform), and attitudes (ability to develop, receive and respond to feelings, interests and values), the inventory seeks to establish priorities and performance levels under the four categories: (a) scope and goals of adult education, (b) curriculum, (c) instructional planning and (d) the learner (Mocker, 1974).

An analysis of data using t-tests measured the gap between the competence which teachers feel they should have and the competence they feel they already have, thereby identifying teacher training areas of high need, secondary need and minimal need.

Subsequent modifications included additional competencies necessary for teaching objectives specific to the Adult Performance Level (APL) Curriculum (Spear, 1976).

The resulting data is intended for use in the following ways:

1. By trainers and planners of ABE staff training activities to plan pre-service and inservice programs which will meet perceived needs.
2. By universities and other educational institutions to develop courses appropriate for ABE teachers.
3. By state departments of education for determining criteria for ABE teacher certification.
4. By local program directors and regional supervisors so that they can have a better understanding of teachers' perceptions of needs.

The notion that administrators might not always have an accurate view of their teachers' values and needs was borne out in the Puerto Rico study which found that administrators often ranked desirable teacher competencies in a priority order which was significantly different from the order teachers gave (Zinn, 1974).

Although similar studies using Mocker's Inventory were initiated throughout the U.S. Office of Education Region X (Alaska, Idaho, Oregon and Washington), only Idaho yielded sufficient data for analysis. Even there the inevitable problem of low response rates in self-administered mail surveys contributed to a return rate of only 70 percent (Zinn, 1975).

Similar problems were experienced by the Curriculum Research and Development Center (CRDC) of the University of Rhode Island in gathering data about staff development needs from teachers in USOE Region I (Maine, Vermont, New Hampshire, Massachusetts, Connecticut and Rhode Island). Three extended deadlines produced a response rate varying from 44 percent in one state to 95 percent in another. The overall rate of mail survey returns was calculated at 70 percent (Boulmetis, 1973). Besides gathering important demographic data, this collaborative study yielded information about teachers' and administrators' views on new teacher pre-service needs, the effect of past inservice and future inservice preferences.

Using a four-point rating system teachers and administrators responded to several items under each of the following topics: subject area, teaching methods, non-teaching areas and teacher-student relationships. In addition, administrators were asked to prioritize their own professional needs.

The Region I study was replicated in 1975 in an effort to update findings.

Minnesota researchers contributed to the development of ABE survey strategies by outlining suggestions for formatting subsequent needs assessment instruments. Among other things, they suggested the use of common items on parallel survey forms, standardized directions, short instruments, open-ended questions and visitations to local ABE program sites as a means to insure higher response rates (Mankato State College, 1973).

Rhode Island's experiences with partially completed open-ended questions led their researchers to suggest creation of instruments that have a balance of qualitative and quantitative questions (Curriculum Research and Development Center, University of Rhode Island, 1972-73). By examining the perceptions of program dropouts, students, teachers and administrators, researchers were able to get a good idea of how groups interact in the Rhode Island education model of input, through put and output.

Adult Learner Characteristics

Although many studies describe the scope of the adult learners' responsibilities and personal problems, only a few address the specific task to measuring self-esteem (Boyce, Coster, Dolan 1970) or relating it to the learning experience. One important study sought to discover if "the effects of student self-esteem, adequately measured for this population, were predictive of persistence and cognitive gain in ABE (Cunningham, 1973, p. 2). The findings indicated that self-esteem and perceived program utility were normally distributed in the population and were positive, but not significantly associated with retention, attendance or cognitive gain.

Another researcher applied Hertzberg's Motivator-Hygiene Theory to ABE programs in an attempt to understand the problem of high dropout rates among adult learners. Her assumption was "that certain identifiable factors exist within adult education programs which actually cause students to stay in complete programs and that the absence of certain factors will cause students to withdraw from a program" (Turman, 1976). Hertzberg's theory calls for the classification of job characteristics into two generic categories, hygienes and motivators. Hygienes are factors of the job environment such as salary benefits, supervision and working conditions.

Motivators, on the other hand, are job factors that are more directed to the task such as recognition, achievement, responsibility and the work itself.(Hertzberg, Mausner, Snyderman, 1959).

By manipulating these elements employers hoped to increase working satisfaction. In replicating Hertzberg's research, Freelander and Walton (1964) found the reasons workers remained with an organization differed from and were not merely opposite to the reasons for which they might leave an organization. They suggested the reasons for leaving would be hygiene factors and the reasons for remaining in an organization would be motivators (Freelander and Walton, 1964, p. 206-207).

Carlene Turman (1976) hoped to determine if the hygiene-motivator factors accounted for dropout or retention patterns among students in adult education programs.

By identifying school components that were parellel to job characteristics the researcher was able to test out the motivators of achievement, possibility of growth and the work itself against reports of good and bad experiences in adult education and patterns of student withdrawal. Similarly, Turman tested for the hygiene factors of personal life factors, interpersonal relations, status, school policy and administration, studying conditions and supervision against reports of experiences and withdrawal patterns.

Analysis of data collected in semi-structured interviews revealed that although no fixed relationship between dropout rates and combined hygiene-motivator factors could be found, certain specific characteristics did affect dropout rates and satisfaction. Most importantly "achievement" was the single most important factor for students in this study. It was the most frequently mentioned factor and the only one for which a statistically significant relationship was established with both dropout rate and reports of good and bad experience (Turman, 1976, p.111).

Other research in the area of adult education withdrawal has been scant and highly contradictory. In analyzing previous dropout studies, it is apparent that the reasons for dropping out can be placed in either content or context categories. Both hygiene and motivator factors surface in responses by most respondents (Cope 1939, Webb 1970).

Some research findings as to reasons for withdrawal are weighted in the direction of hygiene factors (Houle, 1964) and some produce listings of factors that would have to be called motivators (Verner and Davis, 1964). No conclusive records exist that contradict Cyril O. Houle's view (1964, p. 227) that hygiene/motivator factors are secondary to the fact that students drop out of programs because they don't know how to learn. He said:

> Perhaps they never knew, perhaps they have forgotten. In either case they come to the experience of the study almost ignorant of how to pursue it. They would not undertake another skill with the expectation that they could perform it perfectly the first time they tried or that they could resume a former high level of performance after many years of disuse. Somehow it does not occur to them that they may never have learned how to learn or that the disciplined ability to study which they possessed at twenty has been eroded by years of business at tasks which, however crucial, did not require the dedicated attention demanded by an education which is worthwhile. All too often, new adult students are not helped to any better understanding of their situation. They may, in fact, be informed with

almost relentless insistence that learning is fun. When they do not always find it so, they conclude that something is wrong with them.

Directions for Future Needs Assessments

Observers of ABE research efforts have recently become more critical of statewide needs assessments that emphasize program evaluations, staff development needs or enrolled adult learner characteristics. They see a more important benefit coming from the collection of data directly from non-matriculating adults. William S. Griffith and Ronald M. Cervero (1976, p. 1).recently said:

> It seems reasonable to assume that the most significant changes which are needed in the ABE program are those which offer the greatest promise of increasing the percentage of the target population which is actually served. While it is not unreasonable to invest some of the limited personnel and financial resources of ABE in increasing the effectiveness and efficiency of the programs which currently serve about 1 percent of the target population, the greater need would seem to be in the identification testing and implementation of programs that will appeal to and serve the untouched 99 percent.

Although many state needs assessments did try to assess information that would help increase program participation, most could not afford the enormous cost or arrange the collaboration of expertise necessary to conduct market opinion research strategies out in the field. Without increased funding and vocal public support for ABE it would seem unlikely that such endeavors would materialize within the forseeable future.

CHAPTER III. METHODS AND PROCEDURES

Introduction

Chapter III consists of a discussion of methods and procedures as related to the project.

It includes a general discussion of the instrumentation, a discussion of how the instruments were developed, how certain scales were selected, the format of the line items and other information, as appropriate. A discussion of the various interactions between questions is also included in this chapter. Validity and reliability measures for each subpart of the instruments are presented. Questionnaire development by use of the pilot study is described as well as a discussion of data collection procedures, including an explanation of sampling design and data processing information.

Instrument Description

The Michigan Adult Basic Education Needs Assessment Survey is a comprehensive research endeavor involving a quantitative and qualitative investigation of the 30,000 Adult Basic Education (ABE) program participants in the state. Within the research design students, teachers, and administrators were surveyed regarding their attitudes toward and perceptions of the ABE program.

The thrust of the study is a comprehensive quantitative survey. A series of four survey forms for each of the three participating groups was developed in English and foreign language versions.

From the current 105 ABE school districts in the state, a multistage, stratified-proportion, random sample was used to yield 22 districts and the respective sampled classroom sections within each district. Stratifying

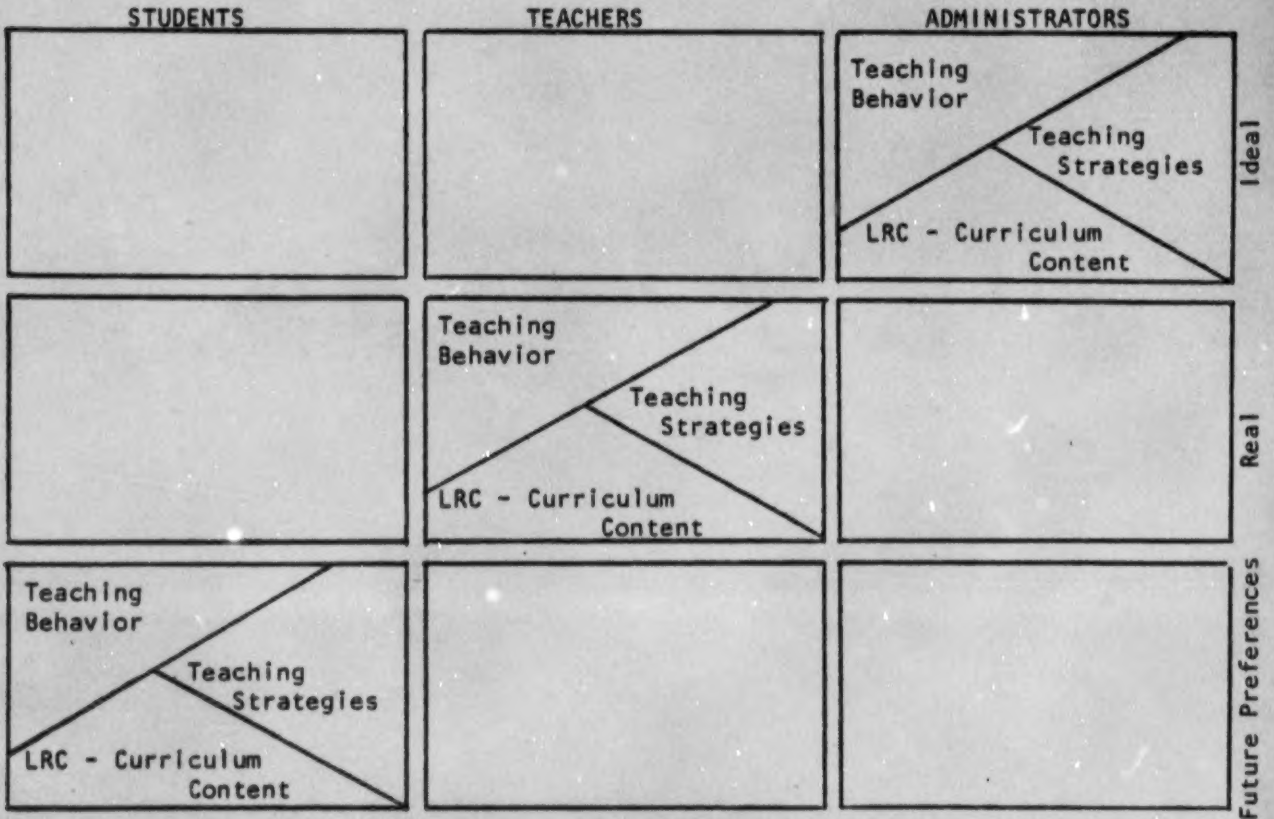
Assessment is unique in its inquiry into perceptual discrepancies that exist between the groups involved in the educational process. Parallel survey forms using identical items were developed to find out what adult learners want from the ABE program, what teachers think adult learners want and what administrators think adult learners should want.

Using this method, the researchers were able to determine if program administrators and instructional personnel are operating at cross purposes to stated adult learner choices or if a consensus of goals and objectives exists among the three groups.

The findings will allow administrators and teachers to determine if subject matter and instructional processes in their classes match the priorities and preferences of the adult learners. ABE administrators use the results to make changes in program operations that will foster adult learner retention and make the program more sensitive to student learning needs and goals (see Table 1).

TABLE I
PERCEPTIONS OF STUDENT NEEDS BY VARIOUS GROUPS

STUDENTS	TEACHERS	ADMINISTRATORS
Receptivity to LRC Curriculum	Perceived Student receptivity to LRC Competency Curriculum	Ideal Student receptivity to LRC Curriculum
Preferred Learning Strategies	Current Teaching Strategies	Ideal Teaching Strategies
Preferred Teacher Behaviors	Current Teacher Behaviors	Ideal Teacher Behaviors
Explained Motives for Participation	Perceived Motives for Participation	Perceived Motives for Participation
Stated Choice of Logo	Perceived Student Choice of Logo	Perceived Student Choice of Logo
Explained Achievement Orientation	Perceived Student Achievement Orientation	Perceived Student Achievement Orientation


STUDENTS
TEACHERS
ADMINISTRATORS
Teaching Behavior
Teaching Strategies
LRC - Curriculum Content
Ideal
Teaching Behavior
Teaching Strategies
LRC - Curriculum Content
Real
Teaching Behavior
Teaching Strategies
LRC - Curriculum Content
Future Preferences

Life Role Competency (LRC) Curriculum

The needs assessment instrument measured the perceptions of adult learners, teachers and administrators of the students' receptivity to and self-assessment of proficiency in the Life Role Competency (LRC) Curriculum. This was done by generating 48 unique line items that equally addressed the four proposed curricular areas: Personal and Family Management, Employability and Occupational Skills, Civic and Social Responsibilities and Aesthetic and Humanistic Appreciations. Two examples of each of the six basic skills, reading, writing, verbal communication, mathematics, decision-making and values clarification, were presented under each curricular area to make a representative list of adult competencies.

$$\underset{\text{Areas}}{4} \times \underset{\text{Skills}}{(2 \times 6)} = 48$$

The systematic rotation of the six skills through the four curricular areas provided equality to respondents using different subsets of LRC items. The 48 items were presented twice in the study, once under the stem "I am willing to work very long and hard to learn how to" and once under the stem "I already know how to." Thus, survey participants responded to 96 LRC stems.

A 4-point Likert scale ranging from "strongly disagree" to "strongly agree" measured respondents' opinions on each line item. This method allowed for an analysis of contrast between adult learner attitudes toward and self-assessed proficiency in: (1) the overall curriculum, (2) the four curricular areas, (3) basic skill areas, and (4) individual adult competencies.

Logos and Participation Patterns Among Non-Matriculants

The study also included a choice of advertising logos for the Michigan ABE program and questions about eligible adults who are not in programs. This information will be helpful in the creation of successful recruitment campaigns using appropriate media appeals.

Survey participants were allowed to choose an unlimited number of responses under the stem, "People I know don't come to Adult Education classes because they:" From the results an analysis of issues generally thought to account for nonparticipation among eligible adults was made.

In addition, the possibility that adult learners projected their own feelings onto their friends made this data valuable in the assessment of reasons for the high attrition rate in the ABE program. The answers of the three groups surveyed were analyzed to see if their understanding of the motivation of nonmatriculating adults matched across groups.

Self-Esteem

The research team thoroughly investigated published self-esteem instrumentation as a result of the Michigan ABE Needs Assessment Advisory Council's expressed interest in the affective education needs of ABE clients. Many instruments were considered for use in this study but most were ruled out because of the special characteristics of the adult learner population. Research team members examined instruments in terms of reading level, abstractness, length and appropriateness for adults.

After consultation with private clinicians and adult developmental psychologists at Michigan State University and Oakland University, it was decided to use the "Coopersmith Self-Esteem Measure" developed by Dr. Stanley Coopersmith (1964), currently at the Self-Esteem Institute, Lafayette, California. His instrument was chosen because it has been successfully used for over 20 years on all types of respondents, including English and non-English speaking populations (see Table 2 and Appendix A). The intact 25-item instrument was presented substituting a True/False response pattern for the Like Me/Not Like Me format originally developed. Two additional items, "I always tell the truth" and "I like everyone I know," provided a measure of the truthfulness of respondents' answers.

TABLE 2
SOCIAL/PSYCHOLOGICAL MEASURES INDEX

TEST NAME (AUTHORS)	GRADE LEVEL*	# OF Q's	TIME	RELIABIL.	AD. ED. RELEVENT	COPYRIGHT	TYPE OF TEST
TENNESSEE SELF-CONCEPT (FITTS, 1964)	Ages 12-68	79+?	:20	.92	?	Not O.K.	5 SCALE LIKERT-T
PIERS-HARRIS CHILDREN'S SELF-CONCEPT (PIERS, 1969)	3-10	80 or 95 Versions	:15 - :20	.78 - .93	?	Not O.K.	80 YES/NO Q's
JANIS-FIELD FEELINGS OF INADEQUACY SCALE (EAGLY, 1967)	11-14	20	:10 - :15	.72 - .88	Fair	O.K.	5 SCALE LIKERT-T
SELF-ESTEEM (ROSENBURG, 1965)	11-12	10	:05	.85 - .92	Fair	O.K.	4 SCALE LIKERT-T (Forced Choice could be good)
SELF-ESTEEM (COOPERSMITH, 1967)	5-6	25	:10	.90	Good	O.K.	Like Me/Unlike Me Should Be Yes/No 4 or 5 point scale
MISKIMINS SELF GOAL OTHER DISCREPANCY SCALE (MISKIMINS, 1971)	13-16	20-24?	:15	.78	?	Not O.K.	9 LIKERT-T SCALE Sad. . . .Happy Test measures 3 aspects: Indiv. Goal, Other
INTELL. ACHIEV. RESP. QU. (C,K,C, 1965)	3-12 (2 parts)	34	?	.69	Good Excellent	O.K.	34 Q's - Need to be cut. Forced choice. Classroom oriented.
MOD. INTELL. ACHIEV. RESP. Q (R,B,M, 1970)	9-15 yrs. 4-10 yrs.	24	?	.58 (Ronbach)	Good Excellent	O.K.	Forced choice. Classroom oriented.

* Seeker Check

Teaching Strategies

An inquiry into respondents' views on classroom teaching strategies allowed for a comparison among adult learner preferences, current practices stated by teachers and administrators' identified ideals. Fourteen classroom activities, ranging from the use of media to teacher counseling, were presented under stems representing the respondents' points of view. A four-point Likert scale ranging from "Never" to "Almost Always," was used to access the frequency of each activity.

Achievement Orientations

Ten questions about adult learners' attitudes toward learning experiences were asked of the three respondent groups. An attempt was made to assess the adult learner's commitment to lifelong learning, belief in the usefulness of education, expectation of success in ABE programs and ability to define educational goals. Adult learners were asked to tell how often they thought about each idea and professionals were asked to contrast the importance of an attitude with the behavior frequency they observed in their students. All groups answered on a four-point Likert scale.

Motives for ABE Participation

Two sets of ten questions were included in the instruments to assess perceptual discrepancies among groups about motivations for the adult learner's initial and continued participation in ABE programs. Survey participants were allowed to select an unlimited number of responses under the stems "I started coming to Adult Education classes to:" and "I keep coming to Adult Education classes because." Questions about motives for staying in school were represented by both tangible, ("I like the classrooms and learning materials.") and intangible, ("I'm learning something useful.") characterizations of the learning experience. Both response sets included an "other" category for write-in answers.

Teacher Personality Behaviors in Class

Adult learner statements of future preferences, teacher assessments of current practices and administrator established ideals were contrasted in the 22 item section dealing with teacher behaviors in class. Items addressed opposite ends of the 11 personality scales identified by Dr. Charles B. Johansson, (1977) in his "Self Description Inventory". (see Table 3).

The three groups recorded responses from their viewpoint on a four-point Likert scale ranging from "never" to "almost always."

TABLE 3

Personal Description Scales:

1.	Cautious	Cautious and careful	Adventurous	Daring and bold
2.	Nonscientific	More interested in feelings than scientific rules	Analytical	Curious and interested in solving problems
3.	Tense	High-strung and restless	Relaxed	Relaxed and calm
4.	Insecure	Close to other people and unsure of themselves	Confident	Confident and stable
5.	Conventional	Old-fashioned and practical	Imaginative	Willing to try new ideas and ways of doing things
6.	Impatient	Demanding and short-tempered	Patient	Patient and agreeable
7.	Unconcerned	Carefree and not involved in other people's lives	Altruistic	Unselfish and thoughtful of others
8.	Reserved	Quiet and private about personal feelings	Outgoing	Entertaining and enthusiastic
9.	Soft-spoken	Soft-spoken and gentle	Forceful	Outspoken and interested in getting their own way
10.	Lackadaisical	Easygoing and not too busy	Industrious	Hard-working and successful at getting things done
11.	Unorganized	Not concerned about small details and not into planning everything ahead	Orderly	Tidy and thorough

Demographics

The number of demographic questions on adult learner, teacher and administrator instruments was kept at a minimum. Only questions that could benefit the ABE program were asked. It was felt that an intensive inquiry into specific economic and personal issues would be viewed by respondents as an unwelcome invasion of privacy and an unnecessary lengthening of the survey task. Emphasis was placed on questions concerning recruitment, mobility, past school experience for adult learners and work experience and past inservice training for professionals.

ABE Teaching Competencies

The Michigan ABE Needs Assessment maximized the involvement of teachers in the selection of topics and the creation of models for their own inservice education so that the most relevant curriculum could be identified and a high level of enthusiastic participation could be insured.

Using a modified version of the ABE Teacher Competency Inventory developed by Donald Mocker (1972) at the University of Missouri, the Michigan ABE Needs Assessment was able to contrast teacher concepts of desirable ABE teacher qualifications with their self-assessment of proficiency in ABE teacher competencies.

On a parallel form, administrators were asked to prioritize the same list of teacher competencies and likewise to rate their staff's current performance.

In this way, the Michigan ABE Needs Assessment was able to identify any perceptual discrepancies that exist between teachers' and administrators' ratings of teaching competency areas of high and low interest and high and low performance. This information is now an available resource in planning sequential staff development activities under these broad categories:

1. Appreciating the scope and goals of ABE.
2. Understanding adult learners.
3. Formulating curricular goals.
4. Implementing instructional objectives.
5. Evaluating student progress and program outcomes.

Job Satisfaction

In addition to identifying staff development needs, teachers and administrators were asked to express their feelings and attitudes about the major characteristics of their work: the tasks themselves, the clients, professional co-workers and their own school district. By contrasting current experiences with an ideal situation, teachers and administrators were able to highlight conditions that need review, revision and improvement.

Project team members feel that the Michigan Department of Education is unique in undertaking such a thorough and scientific appraisal of its adult educational delivery system. The willingness to explore the sensitive issue of professional job satisfaction is an especially new and courageous attempt to uncover any and all possible causes of program dysfunction. The following outlines of the content of adult learner, teacher, administrator instruments illustrate the scope of the research endeavor (see Tables 4, 5 and 6).

TABLE 4: STUDENT INSTRUMENT

Students were asked their:

A. Receptivity to:

1. Michigan's Life Role Competency (LRC) Curriculum

2. Life Role Competency (LRC) Sub Parts

   a. Personal and Family Management
   b. Civic and Social Responsibilities
   c. Employability & Occupational Skills
   d. Aesthetic & Humanistic Appreciations

3. Adult Competencies

4. Basic Skills

   a. Reading
   b. Writing
   c. Communication
   d. Mathematics
   e. Decision making
   f. Values clarification

B. Self Assessment of Proficiency in:

1. Michigan Life Role Competency (LRC) Curriculum

2. Curriculum Sub Parts

   a. Personal and Family Management
   b. Civic and Social Responsibilities
   c. Employability & Occupational Skills
   d. Aesthetic & Humanistic Appreciations

3. Adult Competencies

4. Basic Skills

   a. Reading
   b. Writing
   c. Communication
   d. Mathematics
   e. Decision making
   f. Values clarification

C. Choice of Advertising Logos

D. Affective Educational Needs as Determined by a Self-Esteem Measure

E. Preferences for Learning Strategies

F. Achievement Orientations and Perceptions of ABE Teacher Attitudes

G. Assessment of Their Own and Others Patterns of Participation in ABE Programs

H. Preferences for Teaching Behaviors

I. Demographic Characteristics

TABLE 5: TEACHER INSTRUMENT

Teachers were asked their perceptions of:

A. Adult Learners Receptivity to and

B. Self Adult Learner Proficiency in:

1. Michigan Life Role Competency (LRC) Curriculum

2. Curriculum Sub Parts
   a. Personal and Family Management
   b. Civic and Social Responsibility
   c. Employability & Occupational Skills
   d. Aesthetic & Humanistic Appreciations

3. Adult Competencies

4. Basic Skills
   a. Reading
   b. Writing
   c. Communication
   d. Mathematics
   e. Decision Making
   f. Values clarification

C. Adult Learner Choices for Advertising Logos

D. Adult Learner Achievement Orientations and Attitudes about ABE Personnel

E. Motivations for ABE Program Participation Patterns among Matriculating and Non-Matriculating Adults.

F. Their Own Classroom Behaviors

G. Their Own Current Teaching Strategies

In addition teachers were asked to identify their own:

H. Receptivity to Learning ABE Teaching Competencies and

I. Self Assessment of Proficiency in ABE Teaching Competencies

1. Appreciating the Scope & Goals of Adult Basic Education
2. Understanding Adult Learners
3. Formulating Curricular Goals
4. Implementing Instructional Objectives
5. Evaluating Student Progress & Program Outcomes

J. Priorities among Job Satisfaction Characteristics and

K. Current Experiences with Job Satisfaction Characteristics

1. The Work Itself
2. The Clients
3. Administrative Styles of leadership
4. School District Support

L. Demographics

TABLE 6: ADMINISTRATOR INSTRUMENT

Administrators were asked their perceptions of:

A. The Value of Adult Learner Receptivity and

B. Community Current Expectations for Adult Learner to have Proficiency in:

1. Michigan Life Role Competency (LRC) Curriculum

2. Curriculum Sub Parts
   a. Personal and Family Management
   b. Civic and Social Responsibilities
   c. Employability & Occupational Skills
   d. Aesthetic & Humanistic Appreciations

3. Adult Competencies

4. Basic Skills
   a. Reading
   b. Writing
   c. Communication
   d. Mathematics
   e. Decision making
   f. Values clarification

C. Adult Learner Choices for Advertising Logos

D. Adult Learner Achievement Orientations and Attitudes Toward ABE Personnel

E. Motivations for ABE Program Participation Patterns Among Matriculating and Non-matriculating Adults

F. Ideal Classroom Behaviors Among Teachers

G. Ideal Teaching Strategies

H. The Value of Teacher Receptivity to Learning ABE Teaching Competencies and

I. Current Teacher Proficiency in ABE Teaching Competencies

1. Appreciating the Scope & Goals of Adult Basic Education
2. Understanding Adult Learners
3. Formulating Curricular Goals
4. Implementing Instructional Objectives
5. Evaluating Student Progress & Program Outcomes

In addition administrators were asked to identify their own:

J. Priorities Among Job Satisfaction Characteristics and

K. Current Experiences with Job Satisfaction Characteristics

1. The Work Itself
2. The Clients
3. Professional Staff Behaviors
4. Local School District Support

L. Demographics

Subsampling

An elaborate subsampling scheme involving 12 forms, four each for adult learners (S1, S2, S3, and S4), teachers (T1, T2, T3 and T4) and administrators (A1, A2, A3 and A4), resulted in a substantial reduction in the total number of items on each form. Although 231 unique student items existed, the length of the student instrument varied from 100 items on S3 to 110 items on S4. Subsections were similarly rotated among the four teacher and administrator forms allowing 361 unique items to be reduced to a range of 137 items on T1 and A1 to 181 items on T2 and A2. Forms containing various subsections of items were presented in the study across all stratifying variables: urban/rural, day/evening class time, course work (ABE/ESL) and academic level.

Although some subsections (LRC, Logo, Rank) appear on all forms, care was taken to insure that unique sections appeared together, in all possible combinations, across the forms for each response group. This rotation of subsections allowed for the analysis of any contrast in answers that might exist.

The subsampling scheme also allowed for the shortening of the sections that were common to all forms. Since the number of respondents using each of the four forms was sufficiently large (500+), each person responded to only one-fourth of the LRC items, thereby reducing the task from 96 questions.

Subsections common to the four teacher and four administrator forms were similarly rotated and reduced. This was true for the student LRC items and for the 48 teacher competencies (TC) which were presented both as "I am willing to work very long and hard (even pay tuition if necessary) to learn how to:" and as "I already know how to:". Each teacher or administrator answered only one-fourth of the 96 LRC items and one-fourth of the 96 teacher competency (TC) items (see Table 7).

TABLE 7

INSTRUMENTS - SUB-SAMPLING SCHEMATA
(Number of Questions per Form)

ADULT LEARNERS

	Unique	S1	S2	S3	S4
LRC: WILLING TO WORK	48				
100's		12			
200's				12	
300's			12		
400's					12
LRC: ALREADY KNOW	48				
100's				12	
200's		12			
300's					12
400's			12		
RANK OF SKILL: HOW IMPORTANT	6	6	6	6	6
RANK OF SKILL: HOW WELL	6	6	6	6	6
LOGO	2	2	2	2	2
SELF ESTEEM	27	27		27	
MISC X: Projected Motivations	14		14		14
MISC X: Self Assessed Motivations	21		21		21
MISC Y: Learning Strategies	14	14			14
MISC Y: Achievement Orientations	10	10			10
PERSONALITY: Behaviors of Teachers	22		22	22	
DEMOGRAPHICS	13	13	13	13	13
QUALITATIVE QUESTION					
TOTAL NUMBER OF QUESTIONS	231	102	108	100	110

TEACHERS AND ADMINISTRATORS

	Unique	T-A1	T-A2	T-A3	T-A4
LRC: WILLING TO WORK	48				
100's		12			
200's				12	
300's			12		
400's					12
LRC: ALREADY KNOW	48				
100's				12	
200's		12			
300's					12
400's			12		
RANK OF SKILL: HOW IMPORTANT	6	6	6	6	6
RANK OF SKILL: HOW WELL	6	6	6	6	6
LOGO	2	2	2	2	2
TC: WILLING TO WORK	48				
100's		12			
200's				12	
300's			12		
400's					12
TC: ALREADY KNOW	48				
100's				12	
200's		12			
300's					12
400's			12		
OCCUPATIONAL SATISFACTION: IDEAL	40		40		40
OCCUPATIONAL SATISFACTION: REAL	40		40		40
MISC XY: TEACHING STRATEGIES	14	14		14	
MISC XY: NON-MATRICULANTS-MOTIVATIONS	14	14		14	
MISC XY: MATRICULANTS-MOTIVATIONS	10	10		10	
MISC X: NON-MATRICULANTS-MOTIVATIONS			14		
MISC X: MATRICULANTS-MOTIVATIONS			10		
PERSONALITY: BEHAVIORS IN CLASS	22	22		22	22
DEMOGRAPHICS	15	15	15	15	15
QUALITATIVE QUESTION					
TOTAL NUMBER OF QUESTIONS	361	137	181	137	179

Reading Grade Level Equivalent

The SEEKER computer program, available at the Macomb Intermediate School District, was used to determine the grade level equivalent reading scores for each adult learner instrument. Reading level was found to vary from page to page between 4.9 and 8.1. All forms and all subsections averaged to a grade level equivalent score of about 6.0. Reading specialists at Wayne State University, College of Education, and The University of Michigan, College of Education, confirmed that the level of adult learner's comprehension would be high, given the teacher assisted format.

Translations of Adult Learners' Instrumentation

A survey of English as a Second Language (ESL) class compositions yielded information about the representation of various languages in classrooms. Reports from the field indicated that translations of the instruments into Spanish, Arabic, Italian and Vietnamese were necessary. Volumes containing instructions and all four translations were prepared as aides for teachers in the final study. Although translated versions were available for reference, all students answered on the English version instrument. This procedure had two important advantages. It was consistent with the assumption that understanding is ongoing between an English-speaking teacher and an English-learning student and it provided a uniform data base.

Physical Characteristic of Instruments

Care was taken to present a useable, attractive and convenient survey package. All groups marked responses in the survey booklets with pencils that were provided. Very large print and an abundance of white space made the questionnaire easy to read and to mark on. The use of good quality paper and a careful use of graphics added to the overall impression that the survey was both important and official. The theme "We Care What You Think" was printed on all survey related materials in an attempt to make the task as intrinsically motivating as possible.

Qualitative Interviews

A qualitative inquiry into the feelings and attitudes of ABE clients was constructed as a complement to the quantitative study. Forty personal in-depth interviews were conducted between an individual adult learner and a trained professional interviewer. Within a somewhat unstructured interview setting, emphasis was placed on finding out about student learning obstacles, recruitment issues, individual self-concepts and the effect ABE programs have on participants lives (see Table 8).

TABLE 8: ADULT BASIC EDUCATION QUALITATIVE INTERVIEW

Main Objective of the Interview:

To develop an overall picture of the participants in the Adult Basic Education Program with special attention paid to the areas of:
(a) Program examination and evaluation
(b) Self-examination and evaluation

Suggested Areas of Discussion:

Program examination and evaluation

1. Feelings toward the written survey?
   Feelings toward this interview?
   Feelings toward the Adult Education Program?

2. How and why they came to the Adult Education Program?
   Time lapse from first hearing of the program to actually attending classes?
   What finally persuaded them to take a class?

3. Do they have friends who could benefit from the program?
   Why don't they come?

4. What caused them to leave school originally?
   Why do they suppose people leave the Adult Basic Education Program?

5. What has been their best experience (thus far) in the program?
   What do they see as their greatest difficulty in the program?
   What interferes with their learning?

6. What would they do to change the Adult Basic Education Program?
   How would they describe the ideal teacher?
   What do they like about the Adult Basic Education classes?

7. How do they define success in the program?
   Ideally what would they like to get out of the program?
   Do they feel they are being successful in the program?

Self-examination and evaluation (self-concept)

1. Description of ownself; as a worker, student, family member, community member.

2. Description of their life style. What changes they would like to make in their life style?

3. What do they see as their biggest problem in life? Greatest success in life?

4. How has their view of themselves changed in the past ten years?
   Their projection for the next ten years?
   How has the ABE program changed their life so far?

Efforts to Access Non-Matriculants

Although project team members wanted to include non-matriculants in this study, access to them, even through non-scientific means of inquiry, was very limited. A public service announcement inviting non-matriculants to participate in the survey was aired on WJBK, Channel 2, September to December 1977 with minimal response. An effort was made to gather names of non-matriculants during the first generation pilot study. It was found that matriculating respondents were unable to give complete and accurate information about non-matriculants (see Pilot 1, Appendix D).

However, by offering adult learners choices of advertising logos and asking specific questions about friends not currently enrolled in ABE classes, the researchers hoped to uncover some information that would help local policy makers plan a more effective appeal to non-matriculating adults in the state.

Content Validity of Instruments

Development of content or face validity for all instrumentation was clearly a year-long procedure involving the following steps in chronological order:

1. Extensive review of all previous research in the field.
2. Valuable input from ABE Needs Assessment Advisory Council Members.
3. Discussions with consultants from Wayne State University, The University of Michigan, Michigan State University,

Northern Michigan University and Oakland University
Departments of Education, Psychology, Sociology and
Foreign Language.

4. Evaluation of pilot findings.

Thus, with numerous inputs from individuals and groups specifically involved in ABE programs, and from additional recommendations from university experts, line items were initially developed.

Literature Review

Research of existing knowledge in the field of ABE was conducted through readings in published works, professional journals and periodicals and through extensive interviews with professionals serving ABE clients. A bibliography was drawn from an ERIC search and materials obtained from the National Multimedia Center for Adult Education, Montclair State College.

Information was also requested and received from the United States Office of Education and the Congressional Subcommittee on Elementary, Secondary and Vocational Education. A Lockheed computer search was also made for relevant literature on research methods. Strong and weak points of previous studies were assessed. A thorough discussion of the contributions of previous research can be found in Chapter II.

Advisory Council

A "high visibility" campaign, with open invitations to all ABE/ESL administrators to gather to discuss relevant research topics for the Michigan ABE/ESL Needs Assessment, was conducted.

Invitations to become members of the ABE Needs Assessment Advisory Council were distributed throughout the state. Membership consisted of clients of ABE programs, teachers, counselors and administrators of local education agencies and representatives of intermediate school districts, community colleges, universities, labor and industry, and other agencies that work with disadvantaged adults (see Membership List, Appendix C).

Preliminary data about research priorities was gathered through a survey instrument administered to the 68 advisory council members before their first meeting.

Using a modified version of Jack Mezirow's (1975) Evaluation Committee survey, project team members were able to determine the relative importance Advisory Council members attached to each of the major areas of program analysis: goal setting, instruction, recruitment, staffing, inservice education and collaboration. A thorough statistical analysis of the survey was completed and presented to this Advisory Council at a workshop held July 26, 1977 in Ann Arbor, Michigan (see Appendix C).

Goal setting. The Advisory Council expressed the opinion that program goal setting should be based upon the expectations of adult learners and local population characteristics rather than on national and state directives. Almost 90 percent of its members indicated that everyone serving in, or being served by, local programs should be involved in the goal setting process. The Advisory Council felt that previous emphasis given to adult learners' economic motivations for continuing education may be misguided. Only 16 percent said first priority should be given to those students seeking an improvement in their job situation compared to 32 percent who valued the priority of self-improvement and 36 percent who said no priorities should be established.

Instruction. The Advisory Council's interest in the affective learning needs of adult learners was confirmed when its members ranked coping skills as the most important competency in the instructional process. The results were: personal growth, 48 percent; occupational knowledge, 32 percent; government and law, 13 percent; community resources, 7 percent; health, 7 percent; and consumer economics, 3 percent.

Although there is currently a wide range of auxiliary educational services provided in local ABE programs, there was a consensus among this group that the availability of services from aides, paraprofessionals and counselors should be substantially increased. It was felt that aides could be best used in the instructional process and for cross-peer counseling. The skills of counselors could best be used for orienting new students, evaluating academic progress, and providing guidance and counseling services. Almost 90 percent of the Advisory Council felt that counselors would then be in the best position to follow dropouts and work towards reducing attrition rates.

Recruitment and Collaboration. Advisory Council members felt that recruitment activities, aimed at all members of Michigan's target population, should be substantially increased. All possible recruitment methods should be used including mass media publicity, door-to-door canvassing, referrals from social service agencies, student networking, community co-sponsorship and cooperation with local schools. An especially high interest was expressed in implementing coordinated recruitment efforts with the Comprehensive Employment and Training Program (CETA), Community Action programs, VISTA and work-study programs.

Staffing. On the subject of staffing, Advisory Council members indicated that the success of ABE programs is correlated to a high percentage of ABE teachers being happy in their work. They said it was reasonable to expect at least 35 percent of the teachers to be very satisfied, 40 percent to be moderately satisfied and only 25 percent to be dissatisfied. They were also optimistic about the quality of professional performance that could be obtained under normal program conditions. Of the total teacher group in ABE programs, they said they expected 19 percent to be excellent, 28 percent to be very good, 26 percent to be good, 15 percent to be fair and only 12 percent to be poor. Advisory Council members felt that the satisfaction at work and the quality of performance could be improved if more teachers were chosen on the criteria of personality, commitment to ABE and experience with adults rather than the traditional standards of certification or formal training. More than 80 percent felt that more teachers should be recruited from outside the traditional public school system.

Inservice education. Advisory Council interest in inservice education was very high. Its members agreed that at least 75 percent of any local ABE program staff, including teachers, aides, counselors and administrators, should attend inservice training each year. They thought that about one-fourth of a first year staff member's time should be spent in a "master-novice" assignment and that in subsequent years staff development activities should continue to take up at least 15 percent of a teacher's time.

Of 16 subjects listed as possible topics for inservice education, three were identified as having both past emphasis and future need. They were: (a) selecting, adapting and using instructional materials.

(b) selecting, adapting and using instructional methods and (c) diagnosing student needs. Three other topics were identified as having minimal past emphasis and great future need. They were: (a) management of student failure and coping with lack of self-confidence, (b) counseling students in academic or personal matters and (c) improving staff relationships within the ABE program.

Additional Input

Valuable input from local educators about instrument content and project operations was also gained through a meeting held in Lansing, Michigan on October 14, 1977, with members of Michigan's professional adult education organizations. The participating groups were the Adult Education Association of Michigan (AEA-M), Michigan Association of Public Adult and Community Education (MAPACE), and the Michigan Community School Educational Association (MCSEA).

This meeting was especially helpful in setting limits for the study and in synthesizing the various advantages and disadvantages of written and face-to-face interviews. Using either method with disadvantaged adult learners as survey respondents has presented an enormous challenge for researchers across the country. Interviewer bias has been shown to be especially high in previous face-to-face situations. And the low reading levels of students necessarily affect comprehension and discrimination on self-administered instruments. It was suggested that a combination of the two methods might best serve to minimize these research obstacles.

Another Advisory Council meeting was held in Detroit on November 11, 1977 in an effort to generate potential line items, response patterns, and other critical thinking about the survey instrument. Such efforts add to the content validity of this study (Thurstone and Hagen, 1977).

Pilot Studies

First Generation Pilot

A subsample from the stratified proportion multistage random sample was selected to participate in the first generation pilot study, December 11-16, 1977. The pilot group formed a representative sample in terms of day/night status, ABE Level 1 and 2, ESL Level 1 and 2 and geographic location.

To insure a thorough appraisal of the research effort, project team members observed, firsthand, the administration of the survey in eight classrooms to 113 ABE students. Eight teachers and one administrator also completed survey instruments. The research team's aim was to unobtrusively view client handling of various instrument sections and to identify any difficulties in survey administration (see Pilot 1, Appendix D).

Information about the appropriateness of the research design, instrumentation and field operation procedures was gained. Confirmation that the survey strategy would work mechanically, as well as statistically, was obtained. The researchers' intent was to "test out" the instrumentation rather than measure the respondents' attitudes. Data from all three pilot tests were statistically analyzed.

Second Generation Pilot

Although no changes in the research design or subgroups sampled were warranted after the first pilot study, the project team decided to conduct a second generation pilot study to further refine instrument format and response patterns. It was done January 16-20, 1978 in three local school districts (see Pilot 2, Appendix D).

Because ABE students had such a difficult time remembering and prioritizing LRC items in a ranking format, it was decided to make the 4- to 9-point Likert scale and/or the semantic differential the predominant response format in all survey instruments. Likert scales have been used for over 40 years and are still generally considered to be one of the best methods for assessing attitudes in any respondent group. (Likert, 1932), (Landis, Hayman and Hall, 1971), (Morris and Jones, 1955), (Thurstone and Chave, 1929).

It was further determined that a strategy of scientific subsampling would facilitate maximum data collection.

Third Generation Pilot

A third generation pilot study conducted with 70 adult learners in Oakland County confirmed the usefulness of an inquiry into adult learner preferences for personality behaviors among teachers. (see Pilot 3, Appendix D).

Taken together, the three pilot studies contributed much to the final development of survey instrumentation. After each pilot study extensive review and revision were done to insure optimum category wording and answering patterns. Care was taken to determine the maximum attention span of respondents under test conditions. Overall, instruments were improved by using both quantitative and qualitative pilot study results. (Webb, Campbell and Schwartz, 1966).

These steps, combined with continuous input from professional educational researchers and adult education specialists, insured that instrumentation possessed both content and construct validity for the groups surveyed, within obvious pragmatic limits.

Construct Validity

The statistical procedures used to assess construct validity included univariate and bivariate techniques as well as factor analysis, a multivariate technique. Where statistically appropriate, a factor analysis of subsections was done after each of the three pilot studies and the final study. The purpose of the analysis was to identify the underlying psychological constructs found within the subsections. The underlying constructs found in each subsection were compared in the pilot studies and in the final survey. Using this technique, unnecesary line items were eliminated and other items were altered.

The net result of this analysis yielded instrumentation that was aimed directly at the defined constructs. Thus, construct validity was both a logical and empirical method of determining instrument validity. It was logical in the sense that the original items were developed by use of face validity, a logical method. Subsequently, these items were subject to the factor analysis procedure which is clearly empirical in nature. The combination of both the logical and the empirical methods of determining validity was the most powerful technique for establishing quality instrumentation. In this project, a principle components methods of factor analysis, PA2, was used with an orthogonal varimax rotation. For additional technical details regarding the factor analysis, see Appendix H.

The factor matrix and distribution of underlying constructs for each subsection are shown in the findings section.

Reliability

Reliability of the survey instrument can only be effectively established for scored subsections. Thus, the only subsection for which reliability information could be obtained was the Coopersmith (1959) Self-Esteem Inventory.

For this instrument, a split-half reliability of +.87 correlation was found by Fullerton (1971). Additionally, Taylor and Reitz (1968) reported a split-half reliability coefficient of +.90.

Concerning a test-retest reliability, Coopersmith (1967) reported a correlation of +.88 over five weeks. Fullerton (1972) found a coefficient of +.64 over a 12 month interval.

Data Collection Procedures

Sampling Design

Data for the quantitative aspects of this research were drawn from a statewide sample of 22 ABE school districts. Multi-stage, stratified-proportion random sampling was used for the selection of the 22 representative districts and the selection of specific sections within each district. Stratifying variables for district selection were geographic location, as assessed by district membership in 16 project development sectors of the state, and by urban or rural status of each district as assessed by the U.S. Census Bureau.

Stratifying variables within each district were ABE or ESL membership, academic level, day or evening status of classroom sections and student instrument forms S-1 through S-4. Taken in appropriate proportions, this sampling method reflected the overall statewide composition of students enrolled in ABE/ESL programs.

Teachers were sampled by the same stratification method. This was accomplished by merely selecting the teachers of the sampled classrooms for inclusion in the teacher sample. The administrator's sample consisted of nearly all head ABE/ESL directors in the state. In addition, each administrator who was surveyed and whose district was not represented in the student-teacher survey, was asked to give teacher instruments to a maximum of two teachers within his or her district.

Data Collection and Analysis

All surveys were completed during a two week period. As completed surveys were returned to the main office, they were individually checked for accuracy, edited where appropriate and computer coded. Each questionnaire was then keytaped onto a standard IBM data tape. The data tapes were analyzed on the Michigan Terminal System (MTS), at Wayne State University, Detroit, Michigan. The Statistical Package for the Social Sciences, versions 7.0 and 7.2, were utilized for the computer analysis. In addition to the quantitative collection procedure, a separate qualitative analysis was also done within this project. This analysis consisted of face-to-face interviews with a small number of ABE/ESL clients. Qualitative data was collected by trained interviewers. It consisted mainly of the interviewers' impressions of the client and of client verbatim quotes. Being strictly qualitative in nature, and in no way representing scientifically controlled accuracy, the qualitative section of the research was accomplished in three major counties in the state. A total of six districts, all of which were represented in the quantitative survey, were chosen for participation.

Surveying Method

Survey instruments were mailed to each district in the sample. A school administrator was made directly responsible for the administration of the survey and the return of completed forms to the central research office. Administrators were specifically instructed to distribute surveys only to those sections which were designated by the research center.

Administrators gave the necessary instrumentation to classroom teachers of the section(s) to be surveyed. In addition, the instructor of the sampled classroom was given a teacher instrument to complete. The teacher distributed surveys to students, and gave specific instructions. The teacher read through the entire questionnaire, including instructions, for each subsection as students marked their responses. Teachers explained certain line items or score scales only upon direct request of the students. Specific instructions for teachers helped to maintain a level of standardization in survey presentation and explanations at the classroom level throughout the state.

Generally, teachers completed their instruments either slightly before or after they conducted the student survey in their classroom. Administrator, teacher and student questionnaires were returned at the same time. Throughout all phases of sampling and data collection, no names were ever used in connection with the questionnaires. Thus, total anonymity was insured for all survey participants. Identification codes were used only for the assessment of various strata needed in the sampling method and statistical analysis.

CHAPTER IV. FINDINGS AND CONCLUSIONS

Introduction

This chapter consists of the findings and conclusions based upon the quantitative and qualitative aspects of the research efforts. First, the survey results are discussed in quantitative terms. Following this, a study of cross-tabulations between the attitudinal perceptions of student, teacher and administrator groups is presented. Elaborate use is made of tables and graphs throughout the chapter to help summarize the findings.

A summary of qualitative findings provides additional human insights into the students within the program. The final section of this chapter is composed of programmatic recommendations as a result of survey findings, both quantitative and qualitative.

Quantitative Findings

Students

The student instrumentation included the following sections: (a) Life Role Competencies (LRC's), (b) ranking of skills, (c) selection of an advertising logo, (d) self-esteem, (e) general attitude toward the program, (f) personality characteristics desired in teachers and (g) demographic characteristics of the respondent.

The survey results for each subsection will be presented individually along with a student group analysis including bivariate and multivariate statistical analyses.

Life Role Competencies (LRC's)

The LRC section within the survey consisted of two general components. The first component contained the item stem "I am willing to work very long and hard to learn how to..." The second component had as its item stem "I already know how to..." Different line items using the above two stems appeared in different form in the student instrument.

Exact copies of the LRC sections found in each of the student forms are provided. A code to the left of the question number indicates the construct of the line item. The first letter indicates the competency while the second letter presents the skill. Use the following list as a guide:

Competency
P = personal
C = civic
E = employability
A = aesthetic

Skill
R = reading
W = writing
C = communications
M = mathematics
D = decision making
V = values

To the right of each line item, the mean score for all respondents to the question is shown. The 1-4 Likert-type scale shows these mean scores by a simple graphical method. A review of these forms indicated the specific line items within the categories of competencies or skills which were substantially different from most other line items (see Table 9).

Table 9: Mean Scores for All Students on LRC Items

Listed below are some things that you may or may not be interested in learning. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard to learn how to:

				Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
PR	101.	Find out what is in food I eat by reading food packages	3.04	1	2	3	4	(1)
CW	102.	Fill out forms for financial assistance (examples: unemployment benefits, ADC).	2.96	1	2	3	4	
EC	103.	Explain a job to a new worker, when employed . .	3.29	1	2	3	4	
AM	104.	Figure out the cost of a hobby or vacation . . .	3.07	1	2	3	4	
PD	105.	Help the family through hard times (examples: serious illness, death of a loved one)	3.45	1	2	3	4	
Y	106.	Get along with people different from me	3.15	1	2	3	4	
ER	107.	Read books that teach new work skills (example: books from a job training class)	3.31	1	2	3	4	
AW	108.	Put my thoughts in writing	3.22	1	2	3	4	
PC	109.	Talk to family members without arguing. . . .	3.21	1	2	3	4	
CM	110.	Use metric measurements like: meters, liters and kilometers	3.02	1	2	3	4	
ED	111.	Protect myself against unfairness at work . . .	3.35	1	2	3	4	
AV	112.	Decide what to believe in (examples: religions, superstitions).	3.01	1	2	3	4	(12)

Table 9 (continued)

Listed below are some things that you may or may not be interested in learning. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard to learn how to:

				Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
PR	201.	Read newspapers and magazine advertisements carefully enough to spot lies	3.14	1	2	3	4	(1)
CW	202.	Fill out voter registration forms	3.14	1	2	3	4	
EC	203.	Say the right thing at a job interview	3.69	1	2	3	4	
AM	204.	Keep score in games (example: bowling, cards)	2.93	1	2	3	4	
PD	205.	Avoid liquor and drug problems	3.22	1	2	3	4	
CV	206.	Participate in our system of government	3.12	1	2	3	4	
ER	207.	Read help wanted ads	3.27	1	2	3	4	
AW	208.	Write a letter to a friend	3.12	1	2	3	4	
PC	209.	Tell repairmen what to do (examples: plumbers, car mechanics)	2.93	1	2	3	4	
CM	210.	Figure out sales taxes	3.43	1	2	3	4	
ED	211.	Decide what job training I need	3.66	1	2	3	4	
AV	212.	Choose what sexual behavior is right for me	2.90	1	2	3	4	(12)

Table 9 (continued)

Listed below are some things that you may or may not be interested in learning. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard to learn how to:

		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
CR301. Use a voting machine or a paper ballot	2.92	1	2	3	4	(1)
EW302. Do the paperwork for a job (examples: sales slips, work orders).	3.09	1	2	3	4	
AC303. Talk about feelings and ideas to friends.	3.27	1	2	3	4	
PM304. Use money wisely by figuring out a family budget. .	3.50	1	2	3	4	
CD305. Protect my legal rights if arrested or sued. . . .	3.60	1	2	3	4	
E[illegible]6. Cooperate with others for success at work	3.58	1	2	3	4	
AR307. Read books for fun	3.04	1	2	3	4	
PW308. Fill out forms at a health clinic or doctor's office. .	3.14	1	2	3	4	
CC309. Give directions to someone using North, South, East, West	3.20	1	2	3	4	
EM310. Use measuring tools on the job, when employed . .	3.23	1	2	3	4	
AD311. Make decisions about using free time wisely . . .	3.37	1	2	3	4	
PV312. Decide how I feel about birth control	2.78	1	2	3	4	(12)

Table 9 (continued)

Listed below are some things that you may or may not be interested in learning. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard to learn how to:

			Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
CR401.	Read a newspaper to learn about what is going on in the world	3.41	1	2	3	4	(1)
EM402.	Fill in the spaces on a job application	3.45	1	2	3	4	
AC403.	Understand the meaning of things I see and hear on radio and T.V.	3.40	1	2	3	4	
PM404.	Figure out the best buys when shopping	3.50	1	2	3	4	
CD405.	Decide who to vote for in an election	3.27	1	2	3	4	
EV406.	Enjoy my work, when employed	3.62	1	2	3	4	
AR407.	Read magazines for pleasure.	3.09	1	2	3	4	
PM408.	Order goods through the mail (examples: T.V. record offers, catalog orders).	2.67	1	2	3	4	
CC409.	Listen to others talk about politics	2.66	1	2	3	4	
EM410.	Understand what my paycheck deductions mean . .	3.47	1	2	3	4	
AD411.	Deal with changes in the world around me . . .	3.39	1	2	3	4	
P412.	Choose a way to live my life that will bring me happiness	3.76	1	2	3	4	(12)

Table 9 (continued)

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I already know how to:

			Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
PR	101.	Find out what is in food I eat by reading food packages 3.42.	1	2	3	4	(13)
CV	102.	Fill out forms for financial assistance (examples: unemployment benefits, ADC) . . . . 3.03.	1	2	3	4	
EC	103.	Explain a job to a new worker, when employed . . 3.28.	1	2	3	4	
AM	104.	Figure out the cost of a hobby or vacation . . . . 3.12.	1	2	3	4	
PD	105.	Help the family through hard times (examples: serious illness, death of a loved one). . . . . 3.48.	1	2	3	4	
C[illegible]	[illegible]06.	Get along with people different from me . . . . . 3.49.	1	2	3	4	
ER	107.	Read books that teach new work skills (example: books from a job training class) . . . . 3.05.	1	2	3	4	
AW	108.	Put my thoughts in writing . . . . 3.00.	1	2	3	4	
PC	109.	Talk to family members without arguing . . . . . 3.29.	1	2	3	4	
CM	110.	Use metric measurements like: meters, liters and kilometers . . . . 2.14.	1	2	3	4	
ED	111.	Protect myself against unfairness at work. . . . . 3.27.	1	2	3	4	
AV	112.	Decide what to believe in (examples: religions, superstitions) . . . . 3.47.	1	2	3	4	(24)

B 1

(50) (69)

Table 9 (continued)

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I **already** know how to:

			Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
PR	201. Read newspapers and magazine advertisements carefully enough to spot lies	2.83	1	2	3	4	(13)
CV	202. Fill out voter registration forms	2.62	1	2	3	4	
EC	203. Say the right thing at a job interview	3.00	1	2	3	4	
AM	204. Keep score in games (example: bowling, cards). .	2.87	1	2	3	4	
PD	205. Avoid liquor and drug problems.	3.13	1	2	3	4	
CV	206. Participate in our system of government	2.42	1	2	3	4	
ER	207. Read help wanted ads	3.14	1	2	3	4	
AW	208. Write a letter to a friend	3.21	1	2	3	4	
PC	209. Tell repairmen what to do (examples: plumbers, car mechanics)	2.64	1	2	3	4	
CM	210. Figure out sales taxes.	2.80	1	2	3	4	
ED	211. Decide what job training I need.	3.11	1	2	3	4	
AV	212. Choose what sexual behavior is right for me. . .	3.45	1	2	3	4	(24)

A 1

(50) (69)

Table 9 (continued)

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I already know how to:

				Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
CR	301.	Use a voting machine or a paper ballot	2.73	1	2	3	4	(13)
EW	302.	Do the paperwork for a job (examples: sales slips, work orders)	2.76	1	2	3	4	
AC	303.	Talk about feelings and ideas to friends. . . .	3.33	1	2	3	4	
PM	304.	Use money wisely by figuring out a family budget	3.40	1	2	3	4	
CD	305.	Protect my legal rights if arrested or sued. . .	3.00	1	2	3	4	
V	306.	Cooperate with others for success at work. . .	3.53	1	2	3	4	
AR	307.	Read books for fun	3.06	1	2	3	4	
PW	308.	Fill out forms at a health clinic or doctor's office	3.02	1	2	3	4	
CC	309.	Give directions to someone using North, South, East, West	3.10	1	2	3	4	
EM	310.	Use measuring tools on the job, when employed .	2.94	1	2	3	4	
AD	311.	Make decisions about using free time wisely . .	3.34	1	2	3	4	
PV	312.	Decide how I feel about birth control	3.07	1	2	3	4	(24)

B 2

(50) (69)

Table 9 (continued)

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I already know how to:

				Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
CR	401.	Read a newspaper to learn about what is going on in the world	3.25	1	2	3	4	(13)
EW	402.	Fill in the spaces on a job application	3.19	1	2	3	4	
AC	403.	Understand the meaning of things I see and hear on radio and T.V.	3.35	1	2	3	4	
BM	404.	Figure out the best buys when shopping	3.38	1	2	3	4	
CD	405.	Decide who to vote for in an election	2.87	1	2	3	4	
EV	406.	Enjoy my work, when employed	3.42	1	2	3	4	
AR	407.	Read magazines for pleasure	2.97	1	2	3	4	
PW	408.	Order goods through the mail (examples: T.V. record offers, catalog orders)	2.68	1	2	3	4	
CC	409.	Listen to others talk about politics	2.58	1	2	3	4	
EM	410.	Understand what my paycheck deductions mean	3.26	1	2	3	4	
AD	411.	Deal with changes in the world around me	3.15	1	2	3	4	
PV	412.	Choose a way to live my life that will bring me happiness	3.56	1	2	3	4	(24)

A 2

(50) (69)

t-Tests. Each of the individual 96 LRC items (24 unique items on 4 forms) were analyzed via t-test using the following strata groups:

1. Previous dropout status of the respondent (Had the student been a previous dropout in the ABE program)
2. Sex of the respondent.

For each of the above stratifications, significant findings for specific line items were delineated. Tests of significance were done at an alpha level of .01.

Concerning previous dropout/non dropout status of respondents, a significant difference was found on two LRC line items. First, it was found that those who had previously dropped out and returned to the ABE program were significantly more willing to work to learn how to read books that teach new employment skills. It is concluded that the previous dropouts are more interested in the reading skills and employment competency interaction than the non-previous dropout group. Secondly, this previous dropout group was significantly more interested in learning about protecting their legal rights if arrested or sued. From this no direct conclusions are drawn.

t-Tests between the sexes on the LRC items yielded significant findings. Females were shown to be more willing than males to work to learn how to:

1. Put their thoughts in writing.
2. Fill out forms in a health clinic or doctor's office.
3. Decide how they feel about birth control.

Concerning males, significantly higher scores were found regarding their willingness to learn about how to use measuring tools on the job when employed.

In reference to items respondents already knew how to do, males scored significantly higher than females on the following items:

1. Decide what job training I need.
2. Understand what my pay check deductions mean.
3. Help the family through hard times.
4. Protect myself against unfairness at work.
5. Give directions using North, South, East, West.
6. Use measuring tools on the job when employed.

It was apparent that significant differences showing higher female scores tended to be either aesthetically related items or family health related items. For males, significantly higher scores were shown over females in many areas concerning employment. This relationship held true whether the future learning willingness or current task knowledge was studied.

Table 10 lists the specific line items comprising the LRC's. Only where a significant difference (at alpha = .01) was found are mean scores for the two strata groups under question shown.

Table 10: Results of t-Tests on Student Responses to LRC Items

LRC'S S-1 t-TESTS

LRC	Q#		PREVIOUS DROP-OUT STATUS	SEX
		I am willing to work very long and hard to learn how to:		
V1	101	Find out what is in food I eat by reading food packages		
2	102	Fill out forms for financial assistance		
3	103	Explain a job to a new worker, when employed		
4	104	Figure out the cost of a hobby or vacation		
5	105	Help the family through hard times		
6	106	Get along with people different from me		
7	107	Read books that teach new work skills	* 3.5Y 3.3N	
8	108	Put my thoughts in writing		* 3.4F 3.0M
9	109	Talk to family members without arguing		
10	110	Use metric measurements like: meters, liters and kilometers		
11	111	Protect myself against unfairness at work		
12	112	Decide what to believe in		
		I already know how to:		
13	201	Read newspapers and magazine advertisements carefully enough to spot lies		
14	202	Fill out voter registration forms		
15	203	Say the right thing at a job interview		
16	204	Keep score in games		
17	205	Avoid liquor and drug problems		
18	206	Participate in our system of government		
19	207	Read help wanted ads		
20	208	Write a letter to a friend		
21	209	Tell repairmen what to do		
22	210	Figure out sales taxes		
23	211	Decide what job training I need		* 2.7F 3.2M
24	212	Choose what sexual behavior is right for me		

* $\alpha = .01$

Table 10 (continued)

LRC'S S-2 t-TESTS

LRC	Q#		PREVIOUS DROP-OUT STATUS	SEX
I am willing to work very long and hard to learn how to:				
V1	301	Use a voting machine or a paper ballot		
2	302	Do the paperwork for a job		
3	303	Talk about feelings and ideas to friends		
4	304	Use money wisely by figuring out a family budget		
5	305	Protect my legal rights if arrested or sued	* 3.7Y 3.5N	
6	306	Cooperate with others for success at work		
7	307	Read books for fun		
8	308	Fill out forms at a health clinic or doctor's office		* 3.2 F 3.0 M
9	309	Give directions to someone using North, South, East, West		
10	310	Use measuring tools on the job, when employed		* 3.1 F 3.4 M
11	311	Make decisions about using free time wisely		
12	312	Decide how I feel about birth control		* 2.9 F 2.6 M
I already know how to:				
13	401	Read a newspaper to learn about what is going on in the world		
14	402	Fill in the spaces on a job application		
15	403	Understand the meaning of things I see and hear on radio and TV		
16	404	Figure out the best buys when shopping		
17	405	Decide who to vote for in an election		
18	406	Enjoy my work, when employed		
19	407	Read magazines for pleasure		
20	408	Order goods through the mail		
21	409	Listen to others talk about politics		
22	410	Understand what my paycheck deductions mean		* 3.1 F 3.4 M
23	411	Deal with changes in the world around me		
24	412	Choose a way to live my life that will bring me happiness		

* α = .01

Table 10 (continued)

LRC'S S-3 t-TESTS

LRC	Q#		PREVIOUS DROP-OUT STATUS	SEX
I am willing to work very long and hard to learn how to:				
V1	201	Read newspapers and magazine advertisements carefully enough to spot lies		
2	202	Fill out voter registration forms		
3	203	Say the right thing at a job interview		
4	204	Keep score in games		
5	205	Avoid liquor and drug problems		
6	206	Participate in our system of government		
7	207	Read help wanted ads		
8	208	Write a letter to a friend		
9	209	Tell repairmen what to do		
10	210	Figure out sales taxes		
11	211	Decide what job training I need		
12	212	Choose what sexual behavior is right for me		
I already know how to:				
13	101	Find out what is in food I eat by reading food packages		* 3.5F 3.3M
14	102	Fill out forms for financial assistance		
15	103	Explain a job to a new worker, when employed		
16	104	Figure out the cost of a hobby or vacation		
17	105	Help the family through hard times		* 3.4F 3.6M
18	106	Get along with people different from me		
19	107	Read books that teach new work skills		
20	108	Put my thoughts in writing		
21	109	Talk to family members without arguing		
22	110	Use metric measurements like: meters, liters and kilometers		
23	111	Protect myself against unfairness at work		* 3.1F 3.4M
24	112	Decide what to believe in		

* $\alpha = .01$

Table 10 (continued)

LRC'S S-4 t-TESTS

LRC	Q#		PREVIOUS DROP-OUT STATUS	SEX
		I am willing to work very long and hard to learn how to:		
V1	401	Read a newspaper to learn about what is going on in the world		
2	402	Fill in the spaces on a job application		
3	403	Understand the meaning of things I see and hear on radio and TV		
4	404	Figure out the best buys when shopping		
5	405	Decide who to vote for in an election		
6	406	Enjoy my work, when employed		
7	407	Read magazines for pleasure		
8	408	Order goods through the mail		
9	409	Listen to others talk about politics		
10	410	Understand what my paycheck deductions mean		
11	411	Deal with changes in the world around me		
12	412	Choose a way to live my life that will bring me happiness		
		I already know how to:		
13	301	Use a voting machine or a paper ballot		
14	302	Do the paperwork for a job		
15	303	Talk about feelings and ideas to friends		
16	304	Use money wisely by figuring out a family budget		
17	305	Protect my legal rights if arrested or sued		
18	306	Cooperate with others for success at work		
19	307	Read books for fun		* 3.1F 2.9M
20	308	Fill out forms at a health clinic or doctor's office		
21	309	Give directions to someone using North, South, East, West		* 2.9F 3.3M
22	310	Use measuring tools on the job, when employed		* 2.7F 3.2M
23	311	Make decisions about using free time wisely		
24	312	Decide how I feel about birth control		* 3.2F 2.9M

* $\alpha = .01$

Analysis of Variance. The Analysis of Variance (ANOVA) was used to determine if there were differences in race or ABE level status and the response to the LRC items. No such significant differences were found at alpha level .01.

Factor Analysis. A factor analysis of each of the two component sections in each of the four unique student LRC's was done. Thus, a total of eight factor analyses were executed. Table 11 collectively indicates the factor names for each of the eight factor analyses. Detailed information regarding factor structure will also be found in the following pages. (see Tables 12-18).

Additionally, detailed technical information and orthoganally rotated factor axis are provided in Appendix G. The naming of factors helps demonstrate what underlying pychological constructs are being measured by the line items. Names are given to factors subjectively by use of an analysis of factor loadings.

Table 11: Factor Names from Factor Analyses on LRC Student Forms

WILLING TO WORK

	FORMS			
FACTORS	S-1	S-2	S-3	S-4
1	Writing and Reading	Money-employment related	General Factor	Employment issues
2	Helping the Family	General writing and reading skills		General understandin
3	Financial assistance or employment related			Listening to others

ALREADY KNOW

	FORMS			
FACTORS	S-1	S-2	S-3	S-4
1	Reading and Writing	General factor	Helping others	General employment factors
2	Math in daily living	Employment interests	Reading and Writing	General factor
3	Social personal interests			General personal factor

Table 12: Factor Analysis on LRC Student Form S-1, V1-V12

```
STLDENT FORM S1                                                                   04-21-78


  1.VARIABLE LIST

VARIABLES..        LABELS..

V1                 FIND OUT WHAT'S IN FOOD BY READING
V2                 FILL OUT FORMS FOR FINANCIAL ASSIST.
V3                 EXPLAIN A JOB TO A NEW WORKER
V4                 FIGURE OUT THE CCST OF A HOBBY
V5                 HELP THE FAMILY THROUGH HARD TIMES
V6                 GET ALCNG WITH PEOPLE DIFFERENT
V7                 READ BOOKS THAT TEACH NEW WORK
V8                 PUT MY THOUGHTS IN WRITING
V9                 TALK TO FAMILY MEMBERS WITHOUT ARG.
V10                USE METRIC MEASUREMENTS
V11                PROTECT MYSELF AGAINST UNFAIRNESS
V12                DECIDE WHAT TO BELIEVE IN


                     READ INPUT DATA

AFTER READING    560 CASES FROM SUBFILE S1       , END OF FILE WAS ENCOUNTERED ON LOGICAL UNIT # 8


DETERMINANT OF CORRELATION MATRIX =  0.0903078( 0.90307772E-01)
```

Table 12 (continued)

```
STUDENT FORM S1                                                                    04-21-78

FILE    S1        (CREATION DATE = 04-21-78)   (STUDENT FORM S1)   -



VARIABLE    EST COMMUNALITY                        FACTOR        EIGENVALUE   PCT OF VAR   CUM PCT

V1                0.17780                             1            3.87760        32.3        32.3
V2                0.22392                             2            1.06299         8.9        41.2
V3                0.39880                             3            1.02199         8.5        49.7
V4                0.26568                             4            0.98279         8.2        57.9
V5                0.37953                             5            0.82135         6.8        64.7
V6                0.26867                             6            0.79267         6.6        71.3
V7                0.28979                             7            0.67380         5.6        76.9
V8                0.24062                             8            0.59965         5.0        81.9
V9                0.22959                             9            0.58903         4.9        86.8
V10               0.14013                            10            0.58378         4.9        91.7
V11               0.28132                            11            0.57473         4.8        96.5
V12               0.21452                            12            0.41958         3.5       100.0

 CONVERGENCE REQUIRED  25 ITERATIONS
```

Table 12 (continued)

```
STUDENT FORM S1                                                                  04-21-78

FILE     S1        (CREATION DATE = 04-21-78)   (STUDENT FORM S1)


VARIABLE         COMMUNALITY                     FACTOR        EIGENVALUE   PCT OF VAR   CUM PCT

V1                 0.20338                          1            3.24247       79.4        79.4
V2                 0.47902                          2            0.43638       10.7        90.1
V3                 0.44686                          3            0.40456        9.9       100.0
V4                 0.34951
V5                 0.46492
V6                 0.31239
V7                 0.39538
V8                 0.43380
V9                 0.25758
V10                0.10990
V11                0.34251
V12                0.28815
```

Table 12 (continued)

```
STUDENT FORM S1                                                                04-21-78

FILE    S1        (CREATION DATE = 04-21-78)   (STUDENT FORM S1)

     VARIMAX ROTATED FACTOR MATRIX



                 FACTOR   1   FACTOR   2   FACTOR   3

V1                 0.32901      0.28355      0.12135
V2                 0.21792      0.09711      0.64969
V3                 0.33120      0.40282      0.41820
V4                 0.07587      0.44050      0.38693
V5                 0.22354      0.60452      0.22249
V6                 0.34360      0.43617      0.06392
V7                 0.52045      0.26820      0.22929
V8                 0.62924      0.11592      0.15627
V9                 0.14919      0.46157      0.14926
V10                0.09565      0.25638      0.18712
V11                0.12489      0.49273      0.29005
V12                0.24042      0.47976     -0.01330



TRANSFORMATION MATRIX

                 FACTOR   1   FACTOR   2   FACTOR   3

FACTOR   1         0.52940      0.70702      0.46889
FACTOR   2         0.58549     -0.70446      0.40118
FACTOR   3         0.61395      0.06214     -0.78689
```

Table 13: Factor Analysis on LRC Student Form S-1, V13-V24

```
STUDENT FORM S1                                                          04-21-78


  1.VARIABLE LIST

VARIABLES..        LABELS..

V13                READ NEWSPAPERS AND MAGAZINE ADV.
V14                FILL OUT VOTER REGISTRATION FORMS
V15                SAY THE RIGHT THING AT A JOB INTER.
V16                KEEP SCORE IN GAMES
V17                AVOID LIQUOR AND DRUG PROBLEMS
V18                PARTICIPATE IN OUR SYSTEM OF GOV.
V19                READ HELP WANTED ADS
V20                WRITE A LETTER TO A FRIEND
V21                TELL REPAIRMEN WHAT TO DO
V22                FIGURE OUT SALES TAXES
V23                DECIDE WHAT JOB TRAINING I NEED
V24                CHOOSE WHAT SEXUAL BEHAVIOR


                     READ INPUT DATA

AFTER READING     560 CASES FROM SUBFILE S1       ,  END OF FILE WAS ENCOUNTERED ON LOGICAL UNIT # 8


DETERMINANT OF CORRELATION MATRIX =  0.1608297( 0.16082966E+00)
```

Table 13 (continued)

```
STUDENT FORM S1                                                              04-21-78

FILE    S1       (CREATION DATE = 04-21-78)   (STUDENT FORM S1)


VARIABLE   EST COMMUNALITY                      FACTOR       EIGENVALUE   PCT OF VAR   CUM PCT

V13               0.18579                          1           3.34305       27.9        27.9
V14               0.25250                          2           1.21452       10.1        38.0
V15               0.23855                          3           1.09659        9.1        47.1
V16               0.19144                          4           0.92051        7.7        54.8
V17               0.15129                          5           0.81796        6.8        61.6
V18               0.16425                          6           0.80532        6.7        68.3
V19               0.33813                          7           0.74836        6.2        74.6
V20               0.22508                          8           0.73920        6.2        80.7
V21               0.15641                          9           0.67989        5.7        86.4
V22               0.21796                         10           0.63333        5.3        91.7
V23               0.27046                         11           0.52356        4.4        96.0
V24               0.16695                         12           0.47767        4.0       100.0

 CONVERGENCE REQUIRED  17 ITERATIONS
```

Table 13 (continued)

```
STUDENT FORM S1                                                                    04-21-78

FILE    S1        (CREATION DATE = 04-21-78)    (STUDENT FORM S1)



VARIABLE        COMMUNALITY                           FACTOR       EIGENVALUE   PCT OF VAR   CUM PCT

V13               0.22727                               1           2.66080        73.9        73.9
V14               0.36785                               2           0.53390        14.8        88.8
V15               0.27168                               3           0.40452        11.2       100.0
V16               0.26887
V17               0.20526
V18               0.21294
V19               0.51133
V20               0.28433
V21               0.23255
V22               0.35829
V23               0.32222
V24               0.33663
```

Table 13 (continued)

```
STUDENT FORM S1                                                                 04-21-78

FILE    S1        (CREATION DATE = 04-21-78)    (STUDENT FORM S1)

    VARIMAX ROTATED FACTOR MATRIX



             FACTOR   1   FACTOR   2   FACTOR   3

V13            0.42618     0.15160      0.15054
V14            0.47077     0.37754     -0.06078
V15            0.39981     0.32245      0.08865
V16            0.11234     0.36267      0.35316
V17            0.12747     0.28340      0.32968
V18            0.27978     0.36658     -0.01704
V19            0.67451     0.09545      0.21736
V20            0.50166     0.05141      0.17326
V21            0.09993     0.45171      0.13608
V22            0.10121     0.54527      0.22524
V23            0.39961     0.25147      0.31511
V24            0.17022     0.06061      0.55135


TRANSFORMATION MATRIX

             FACTOR   1   FACTOR   2   FACTOR   3

FACTOR   1     0.70349     0.57286      0.42063
FACTOR   2    -0.70671     0.62653      0.32867
FACTOR   3    -0.07526    -0.52848      0.84560
```

Table 14: Factor Analysis on LRC Student Form S-2, V1-V12

```
STUDENT FORM S2                                                                                 04-21-78


  1.VARIABLE LIST

VARIABLES..          LABELS..

V1                   USE A VOTING MACHINE OR BALLOT
V2                   DO THE PAPERWORK FOR A JOB
V3                   TALK ABOUT FEELINGS AND IDEAS W FRIENDS
V4                   USE MONEY WISELY TO BUDGET
V5                   PROTECT MY LEGAL RIGHTS IF ARRESTED
V6                   COOPERATE WITH OTHERS FOR SUCCESS
V7                   READ BOOKS FOR FUN
V8                   FILL OUT FORMS AT A HEALTH CLINIC
V9                   GIVE DIRECTIONS TO SOMEONE
V10                  USE MEASURING TOOLS ON THE JOB
V11                  MAKE DECISIONS ABOUT FREE TIME
V12                  DECIDE HOW I FEEL ABOUT BIRTH CONT.


                       READ INPUT DATA

AFTER READING     549 CASES FROM SUBFILE S2        ,  END OF FILE WAS ENCOUNTERED ON LOGICAL UNIT # 8


DETERMINANT OF CORRELATION MATRIX =  0.0647099( 0.64709902E-01)
```

Table 14 (continued)

```
STUDENT FORM S2                                                                        04-21-78

FILE    S2        (CREATION DATE = 04-21-78)    (STUDENT FORM S2)


VARIABLE   EST COMMUNALITY                    FACTOR        EIGENVALUE   PCT OF VAR   CUM PCT

V1              0.25076                          1            4.22038        35.2         35.2
V2              0.33639                          2            1.11685         9.3         44.5
V3              0.13782                          3            0.88793         7.4         51.9
V4              0.40731                          4            0.85907         7.2         59.0
V5              0.39807                          5            0.78389         6.5         65.6
V6              0.24370                          6            0.72600         6.1         71.6
V7              0.12014                          7            0.67903         5.7         77.3
V8              0.34169                          8            0.62565         5.2         82.5
V9              0.34721                          9            0.59858         5.0         87.5
V10             0.34721                         10            0.54548         4.5         92.0
V11             0.25174                         11            0.51504         4.3         96.3
V12             0.10811                         12            0.44405         3.7        100.0

 CONVERGENCE REQUIRED  11 ITERATIONS
```

Table 14 (continued)

```
STUDENT FORM S2                                                            04-21-78

FILE   S2      (CREATION DATE = 04-21-78)   (STUDENT FORM S2)


VARIABLE      COMMUNALITY                 FACTOR       EIGENVALUE   PCT OF VAR   CUM PCT

V1              0.28895                     1          3.60265        89.3        89.3
V2              0.37850                     2          0.43140        10.7       100.0
V3              0.19920
V4              0.59031
V5              0.48160
V6              0.27449
V7              0.19405
V8              0.40927
V9              0.41510
V10             0.39558
V11             0.28272
V12             0.12426
```

Table 14 (continued)

```
STUDENT FORM S2                                                              04-21-78

FILE    S2       (CREATION DATE = 04-21-78)   (STUDENT FORM S2)

     VARIMAX ROTATED FACTOR MATRIX


                FACTOR   1   FACTOR   2

V1                0.36140      0.39792
V2                0.53667      0.30081
V3                0.12138      0.42950
V4                0.76249      0.09440
V5                0.66035      0.21339
V6                0.46425      0.24283
V7                0.08250      0.43272
V8                0.41628      0.48578
V9                0.44495      0.46596
V10               0.52362      0.34844
V11               0.42146      0.32419
V12               0.17671      0.30502


TRANSFORMATION MATRIX

                FACTOR   1   FACTOR   2

FACTOR   1        0.81299      0.58228
FACTOR   2       -0.58228      0.81299
```

Table 15: Factor Analysis on LRC Student Form S-2, V13-V24

```
STUDENT FORM S2                                                                  04-21-78


  1.VARIABLE LIST

VARIABLES..        LABELS..

V13                READ A NEWSPAPER TO LEARN ABOUT
V14                FILL IN THE SPACES ON A JOB APPLIC.
V15                UNDERSTAND THE MEANING OF THINGS
V16                FIGURE OUT THE BEST BUYS
V17                DECIDE WHO TO VOTE FOR
V18                ENJOY MY WORK
V19                READ MAGAZINES FOR PLEASURE
V20                ORDER GOODS THROUGH THE MAIL
V21                LISTEN TO OTHERS TALK
V22                UNDERSTAND WHAT MY PAYCHECK DEDUCT.
V23                DEAL WITH CHANGES IN THE WORLD
V24                CHOOSE A WAY TO LIVE MY LIFE


                     READ INPUT DATA

AFTER READING     549 CASES FROM SUBFILE S2        , END OF FILE WAS ENCOUNTERED ON LOGICAL UNIT # 8


DETERMINANT OF CORRELATION MATRIX =  0.0423579( 0.42357910E-01)
```

Table 15 (continued)

```
STUDENT FORM S2                                                                          04-21-78

FILE    S2        (CREATION DATE = 04-21-78)    (STUDENT FORM S2)


VARIABLE   EST COMMUNALITY                     FACTOR          EIGENVALUE   PCT OF VAR   CUM PCT

V13               0.52350                          1             4.26009        35.5        35.5
V14               0.52666                          2             1.27362        10.6        46.1
V15               0.20425                          3             0.98871         8.2        54.4
V16               0.31150                          4             0.83299         6.9        61.3
V17               0.36945                          5             0.79646         6.6        67.9
V18               0.16243                          6             0.70502         5.9        73.8
V19               0.27146                          7             0.67759         5.6        79.5
V20               0.23465                          8             0.64751         5.4        84.9
V21               0.26844                          9             0.59754         5.0        89.8
V22               0.38000                         10             0.46499         3.9        93.7
V23               0.31924                         11             0.44254         3.7        97.4
V24               0.27394                         12             0.31291         2.6       100.0

 CONVERGENCE REQUIRED  12 ITERATIONS
```

Table 15 (continued)

```
STUDENT FORM S2                                                                                04-21-78

FILE    S2         (CREATION DATE = 04-21-78)    (STUDENT FORM S2)



VARIABLE        COMMUNALITY                        FACTOR        EIGENVALUE    PCT OF VAR    CUM PCT

V13               0.69805                            1            3.67491         84.1          84.1
V14               0.62283                            2            0.69447         15.9         100.0
V15               0.22103
V16               0.34546
V17               0.41702
V18               0.18020
V19               0.30625
V20               0.24018
V21               0.25031
V22               0.43855
V23               0.36494
V24               0.28458
```

Table 15 (continued)

```
STUDENT FORM S2                                                                    04-21-78

FILE    S2        (CREATION DATE = 04-21-78)    (STUDENT FORM S2)

     VARIMAX ROTATED FACTOR MATRIX



                FACTOR   1   FACTOR   2

V13              0.21448      0.80749
V14              0.35007      0.70730
V15              0.31151      0.35214
V16              0.51563      0.28211
V17              0.60346      0.22992
V18              0.42011      0.06087
V19              0.08760      0.54642
V20              0.30694      0.38206
V21              0.48762      0.11195
V22              0.59124      0.29831
V23              0.54106      0.26868
V24              0.48868      0.21394



TRANSFORMATION MATRIX

                FACTOR   1   FACTOR   2

FACTOR   1       0.73233      0.68095
FACTOR   2       0.68095     -0.73233
```

Table 16: Factor Analysis on LRC Student Form S-3, V13-24

```
STUDENT FORM S3                                                                   04-21-78


  1.VARIABLE LIST

VARIABLES..       LABELS..

V13               FIND OUT WHAT IS IN FOOD I EAT BY
V14               FILL OUT FORMS FOR FINANCIAL ASSIS.
V15               EXPLAIN A JOB TO A NEW WORKER
V16               FIGURE OUT THE COST OF A HOBBY
V17               HELP THE FAMILY THROUGH HARD TIMES
V18               GET ALONG WITH PEOPLE DIFFERENT
V19               READ BOOKS THAT TEACH NEW WORK
V20               PUT MY THOUGHTS IN WRITING
V21               TALK TO FAMILY MEMBERS WITHOUT ARG.
V22               USE METRIC MEASUREMENTS LIKE
V23               PROTECT MYSELF AGAINST UNFAIRNESS
V24               DECIDE WHAT TO BELIEVE IN


                    READ INPUT DATA

AFTER READING     509 CASES FROM SUBFILE S3       , END OF FILE WAS ENCOUNTERED ON LOGICAL UNIT # 8


DETERMINANT OF CORRELATION MATRIX =  0.0437974( 0.43797433E-01)
```

Table 16 (continued)

```
STUDENT FORM S3                                                                        04-21-78

FILE    S3       (CREATION DATE = 04-21-78)   (STUDENT FORM S3)


VARIABLE   EST COMMUNALITY                FACTOR        EIGENVALUE   PCT OF VAR   CUM PCT

V13              0.32302                     1            4.26818       35.6         35.6
V14              0.24279                     2            1.23240       10.3         45.8
V15              0.37637                     3            0.98658        8.2         54.1
V16              0.31287                     4            0.94768        7.9         62.0
V17              0.33494                     5            0.81634        6.8         68.8
V18              0.31210                     6            0.70559        5.9         74.6
V19              0.50077                     7            0.61522        5.1         79.8
V20              0.38794                     8            0.56753        4.7         84.5
V21              0.20918                     9            0.55058        4.6         89.1
V22              0.24643                    10            0.48816        4.1         93.1
V23              0.35019                    11            0.47590        4.0         97.1
V24              0.23980                    12            0.34640        2.9        100.0

 CONVERGENCE REQUIRED  12 ITERATIONS
```

Table 16 (continued)

```
STUDENT FORM S3                                                                   04-21-78

FILE   S3       (CREATION DATE = 04-21-78)    (STUDENT FORM S3)


VARIABLE        CCMMUNALITY                     FACTOR        EIGENVALUE   PCT OF VAR   CUM PCT

V13               0.30956                          1            3.65849       85.2        85.2
V14               0.24745                          2            0.63557       14.8       100.0
V15               0.35919
V16               0.32229
V17               0.40835
V18               0.38985
V19               0.71793
V20               0.39801
V21               0.19009
V22               0.25513
V23               0.40079
V24               0.29542
```

Table 16 (continued)

```
STUDENT FORM S3                                                        04-21-78

FILE    S3        (CREATION DATE = 04-21-78)    (STUDENT FORM S3)

     VARIMAX ROTATED FACTOR MATRIX


                 FACTOR   1   FACTOR   2

V13               0.37420      0.41174
V14               0.24105      0.43514
V15               0.47291      0.36816
V16               0.47204      0.31539
V17               0.58732      0.25180
V18               0.61111      0.12804
V19               0.23013      0.81545
V20               0.25099      0.57880
V21               0.35154      0.25790
V22               0.09460      0.49617
V23               0.52243      0.35757
V24               0.53678      0.08537



TRANSFORMATION MATRIX

                 FACTOR   1   FACTOR   2

FACTOR   1        0.71305      0.70111
FACTOR   2        0.70111     -0.71305
```

Note: A factor analysis for V1-V12 on S-3 is not included because the only factor in this set was a general one (see Table 11).

Table 17: Factor Analysis on LRC Student Form S4, V1-V12

```
STLDENT FORM S4                                                                     04-21-78


   1.VARIABLE LIST

VARIABLES..        LABELS..

V1                 READ A NEWSPAPER TO LEARN ABCUT WHAT IS
V2                 FILL IN THE SPACES ON A JOB APPLICATION
V3                 UNDERSTAND THE MEANING OF THINGS I
V4                 FIGURE OUT THE BEST BUYS
V5                 CECIDE WHO TO VOTE FOR
V6                 ENJOY MY WORK, WHEN EMPLCYED
V7                 READ MAGAZINES FOR PLEASURE
V8                 ORDER GOODS THROUGH THE MAIL
V9                 LISTEN TO OTHERS TALK
V1C                UNDERSTAND WHAT MY PAYCHECK CEDUCT.
V11                DEAL WITH CHANGES IN THE WORLD
V12                CHOOSE A WAY TO LIVE MY LIFE


-                    READ INPUT DATA

AFTER READING     551 CASES FROM SUBFILE S4      ,  END OF FILE WAS ENCOUNTERED ON LOGICAL UNIT # 8


DETERMINANT OF CORRELATION MATRIX =  0.0649107( 0.64910710E-01)
```

Table 17 (continued)

```
STUDENT FORM S4                                                                          04-21-78

FILE    S4        (CREATION DATE = 04-21-78)    (STUDENT FORM S4)


VARIABLE   EST COMMUNALITY                        FACTOR          EIGENVALUE    PCT OF VAR    CUM PCT

V1               0.25088                             1             4.01398         33.4          33.4
V2               0.37731                             2             1.25645         10.5          43.9
V3               0.31155                             3             1.09196          9.1          53.0
V4               0.27425                             4             0.89161          7.4          60.5
V5               0.29694                             5             0.80401          6.7          67.2
V6               0.32864                             6             0.71037          5.9          73.1
V7               0.29471                             7             0.65944          5.5          78.6
V8               0.16241                             8             0.59386          4.9          83.5
V9               0.22609                             9             0.55545          4.6          88.1
V10              0.35774                            10             0.49154          4.1          92.2
V11              0.33081                            11             0.48450          4.0          96.3
V12              0.30204                            12             0.44678          3.7         100.0

 CONVERGENCE REQUIRED  14 ITERATIONS
```

Table 17 (continued)

```
STUDENT FORM S4                                                                        04-21-78

FILE    S4      (CREATION DATE = 04-21-78)    (STUDENT FORM S4)


VARIABLE       COMMUNALITY                    FACTOR          EIGENVALUE   PCT OF VAR   CUM PCT

V1               0.28006                        1               3.40428       75.2        75.2
V2               0.41470                        2               0.62267       13.8        89.0
V3               0.38878                        3               0.49798       11.0       100.0
V4               0.35505
V5               0.34360
V6               0.40090
V7               0.40256
V8               0.19428
V9               0.42150
V10              0.46613
V11              0.45928
V12              0.39808
```

Table 17 (continued)

```
STUDENT FORM S4                                                             04-21-78

FILE    S4        (CREATION DATE = 04-21-78)   (STUDENT FORM S4)

     VARIMAX ROTATED FACTOR MATRIX



                FACTOR   1   FACTOR   2   FACTOR   3

V1                0.14010      0.43212      0.27149
V2                0.41301      0.45842      0.18430
V3                0.21645      0.55955      0.16980
V4                0.34768      0.48356      0.01835
V5                0.29764      0.25435      0.43624
V6                0.55163      0.31049      0.01406
V7                0.11533      0.55599      0.28308
V8                0.04217      0.25139      0.35959
V9                0.09375      0.11586      0.63189
V10               0.60504      0.16886      0.26746
V11               0.53637      0.07279      0.40779
V12               0.60266      0.17866      0.05449



TRANSFORMATION MATRIX


                FACTOR   1   FACTOR   2   FACTOR   3

FACTOR   1        0.65163      0.60174      0.46183
FACTOR   2       -0.69138      0.22071      0.68795
FACTOR   3        0.31203     -0.76759      0.55985
```

Table 18: Factor Analysis on LRC Student Form S4, V13-V24

```
STUDENT FORM S4                                                                                      04-21-78


  1.VARIABLE LIST

VARIABLES..          LABELS..

V13                  USE A VOTING MACHINE
V14                  DO THE PAPERWORK FOR A JOB
V15                  TALK ABOUT FEELINGS AND IDEAS
V16                  USE MONEY WISELY BY FIGURING OUT
V17                  PROTECT MY LEGAL RIGHTS IF ARRESTED
V18                  COOPERATE WITH OTHERS FOR SUCCESS
V19                  READ BOOKS FOR FUN
V20                  FILL OUT FORMS AT A HEALTH CLINIC
V21                  GIVE DIRECTIONS TO SOMEONE
V22                  USE MEASURING TOOLS ON THE JOB
V23                  MAKE DECISIONS ABOUT USING FREE
V24                  DECIDE HOW 2 FEEL ABOUT BIRTH CONT.


                       READ INPUT DATA

AFTER READING     551 CASES FROM SUBFILE S4       ,  END OF FILE WAS ENCOUNTERED ON LOGICAL UNIT # 8

DETERMINANT OF CORRELATION MATRIX =  0.0834598( 0.83459795E-01)
```

Table 18 (continued)

```
STUDENT FORM S4                                                              04-21-78

FILE   S4       (CREATION DATE = 04-21-78)   (STUDENT FORM S4)


VARIABLE   EST COMMUNALITY                        FACTOR          EIGENVALUE   PCT OF VAR    CUM PCT

V13               0.25532                           1               3.89437       32.5         32.5
V14               0.35160                           2               1.21710       10.1         42.6
V15               0.19438                           3               1.04359        8.7         51.3
V16               0.18755                           4               0.89750        7.5         58.8
V17               0.30532                           5               0.78781        6.6         65.3
V18               0.29448                           6               0.74465        6.2         71.5
V19               0.24846                           7               0.68508        5.7         77.3
V20               0.37588                           8               0.63898        5.3         82.6
V21               0.31578                           9               0.59548        5.0         87.5
V22               0.26778                          10               0.52950        4.4         92.0
V23               0.23226                          11               0.51579        4.3         96.2
V24               0.19267                          12               0.45013        3.8        100.0

 CONVERGENCE REQUIRED  10 ITERATIONS
```

Table 18 (continued)

```
STUDENT FORM S4                                                                    04-21-78

FILE    S4        (CREATION DATE = 04-21-78)    (STUDENT FORM S4)


VARIABLE        COMMUNALITY                 FACTOR        EIGENVALUE   PCT OF VAR   CUM PCT

V13               0.27216                      1            3.27233        75.8        75.8
V14               0.53783                      2            0.59220        13.7        89.6
V15               0.23057                      3            0.45075        10.4       100.0
V16               0.20920
V17               0.35919
V18               0.38245
V19               0.33354
V20               0.53973
V21               0.39437
V22               0.38295
V23               0.34387
V24               0.32942
```

Table 18 (continued)

```
STUDENT FORM S4                                                                  04-21-78

FILE    S4        (CREATION DATE = 04-21-78)    (STUDENT FORM S4)

    VARIMAX ROTATED FACTOR MATRIX



                 FACTOR   1   FACTOR   2   FACTOR   3

V13                0.38773      0.23303      0.25984
V14                0.69272      0.23785      0.03736
V15                0.12692      0.25617      0.38960
V16                0.20078      0.34719      0.21987
V17                0.41689      0.39336      0.17510
V18                0.13452      0.46768      0.38162
V19                0.29277      0.09068      0.48950
V20                0.59311      0.11225      0.41875
V21                0.39555      0.47331      0.11783
V22                0.29089      0.54617     -0.00486
V23                0.04853      0.49635      0.30846
V24                0.04482      0.11031      0.56147



TRANSFORMATION MATRIX


                 FACTOR   1   FACTOR   2   FACTOR   3

FACTOR   1         0.61481      0.60102      0.51067
FACTOR   2        -0.55874     -0.12504      0.81986
FACTOR   3        -0.55661      0.78939     -0.25894
```

Ranking of Skills

Students were asked to rank basic skills in two important aspects: how important each skill was to them and how well, in their estimation, they could already perform such skills. An analysis of the findings indicated skills of importance to students were in the following order, highest to lowest:

1. Speaking, listening, remembering
2. Reading
3. Writing
4. Arithmetic
5. Decision making
6. Forming values and setting goals

See Table 19 for specific mean rank scores.

Regarding how well students felt they could perform these above tasks, the rankings were as follows, highest to lowest:

1. Reading
2. Writing
3. Speaking, listening, remembering
4. Decision making
5. Arithmetic
6. Forming values and setting goals

It was apparent from the above findings that students felt speaking, listening and remembering was the most important skill for them to learn in adult education classes. Further, it was indicated they think they perform this skill only moderately well, relative to the remaining five skills.

It is also shown that even though reading ranked highest in the students' perceived performance ability, students still considered it quite important, ranking it as the second most important skill. Also of interest is the ranking order of reading, writing and arithmetic for both the "how important" and "how well" questions. In both cases the rank order is maintained among the three skills; reading highest, writing second highest and arithmetic lowest.

With respect to forming values and setting goals, students apparently did not feel this was an overly important skill for them to learn (ranking it fifth). In addition, students consider their ability to form values and set goals weakest, relative to the other five skills. Lastly, specifically regarding the basic skill of arithmetic, again students indicated the skill was relatively unimportant for them to learn by ranking it fourth and further indicated their lack of performance ability in this area by ranking it fifth.

In summary, "speaking, listening and remembering" was shown as the most important skill to learn as perceived by the students. Reading and writing skills were considered as next important in that order. Of the six skills listed, students felt they could read and write the best.

Table 19 shows the mean rank scores to two decimal places and the general ranking given each skill for each question (encircled). The data are presented on actual questionnaire sheets used in the survey form.

Statistical tests. Statistical tests across strata groups of urban-rural status, sex, race, day or evening sessions, ABE-ESL status and course work level were done with regard to the ranking of skills questions. No significant differences at an alpha level of .01 were discovered. Thus, it is concluded that the ranking of skills was independent of demographic characteristics of the students or the program and the data results can be generalizable to the complete ABE-ESL population.

Table 19: Students' Rankings of Skills

1. Listed below are six skills you could learn in adult education classes. Please tell us how important each skill is to you by putting a 1 next to the skill you want to learn first, a 2 next to the skill you want to learn second, a 3 next to the skill you want to learn third, and a 4 next to the skill you want to learn fourth.

2.95	③ Writing	3.61	④ Decision Making	2.38	① Speaking, Listening, Remembering	(1,3)
3.79	⑤ Forming Values and Setting Goals	2.74	② Reading	3.61	④ Arithmetic	(4,6)

2. Listed below are six skills adults might use in their everyday life. Please tell us how well you can already do each skill by marking a 1 next to the skill you can do best, a 2 next to the skill you can do second best, a 3 next to the skill you can do third best, and a 4 next to the skill you can do fourth best.

2.89	② Writing	2.99	④ Decision Making	2.96	③ Speaking, Listening, Remembering	(7,9)
3.72	⑥ Forming Values and Setting Goals	2.74	① Reading	3.62	⑤ Arithmetic	(10,12

Selection of Adult Education Logo

Students were given a choice of their two favorite logo designs of the eight presented. One of these logo designs was actually in use in their current ABE program. The favorite logo, shown in the lower left corner of the first page of Table 20, reads "Get Your Diploma." This received 43 percent of the votes in the sample. The "You Can Learn" logo found in the top left corner of the same page was selected second, being chosen by 39% of the students. Frequency percentages of selection of the remaining logos are also indicated. Specifically, regarding the "You Can" logo currently in use, only 24 percent of the students favored it.

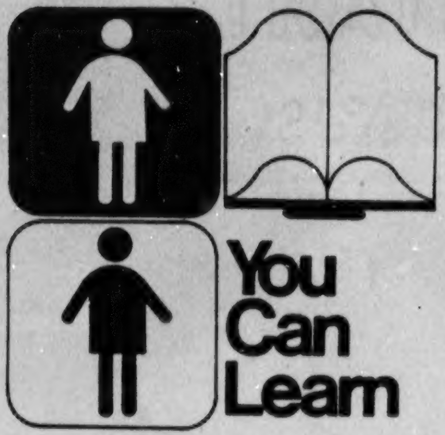
Chi-square test of independence. Statistical analysis by use of the chi-square test of independence was performed to evaluate any differences of preference based upon various student or program characteristics. Selection of logos was tested across the following strata groups: sex, race, day or evening sessions, ABE-ESL status and course work level. No significant differences regarding logo preference as related to any of these demographic characteristics were discovered. Thus, it is concluded that logo preference findings are largely generalizable to the entire ABE-ESL population without consideration of the strata groups above.

Table 20: Student Choices of Adult Education Logo

Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture carefully and tell us which two you like best.

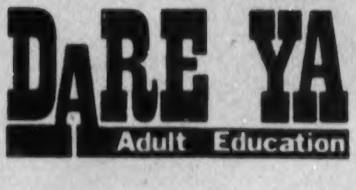
Mark an "X" in the box next to the two pictures you like best:

39%

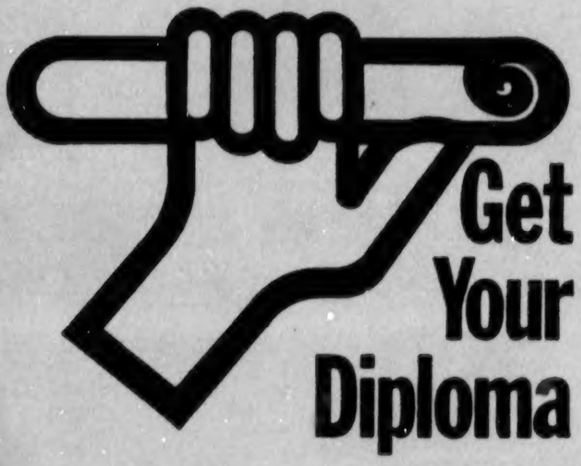

You
Can
Learn

13%

(13,14)


DARE YA
Adult Education

8%


Get
Your
Diploma

28%

(15,16)

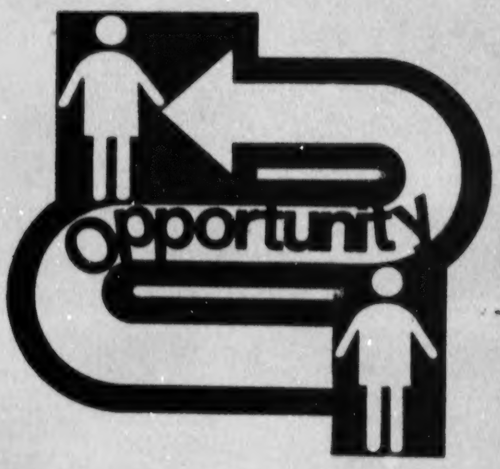
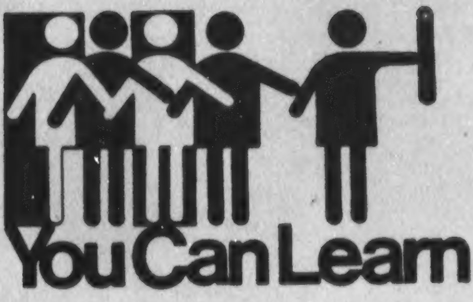

Opportunity

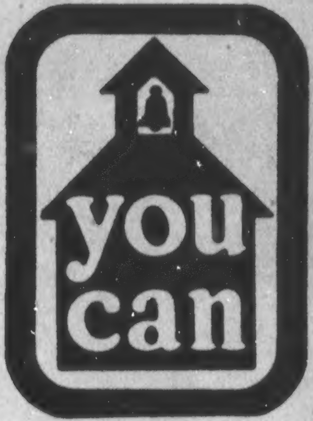
Table 20 (Continued)

(17,18)

33%

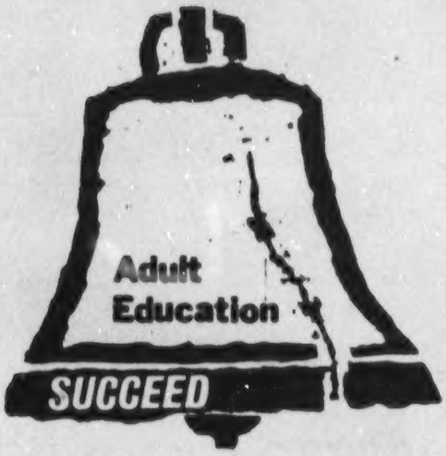

You Can Learn

24%

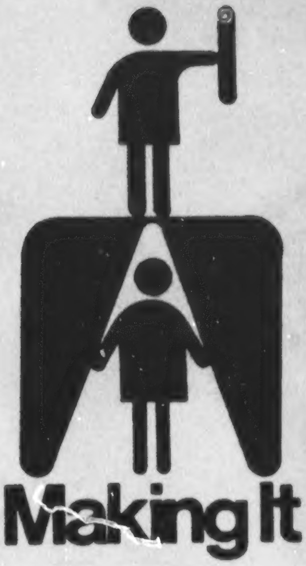


(19,20)

24%


Adult
Education
SUCCEED

27%



☐☐☐☐☐☐☐ R L ☐☐☐☐☐

(50) (69)

Coopersmith Self-Esteem Inventory

The Coopersmith Self-Esteem Inventory measured the respondent's perception of self-esteem. A series of 25 questions were used to develop a self-esteem score. This score could range from a low of zero to a high of 25. The self-esteem score increases by one for each response in the high self-esteem direction. Across all student responses on this subsection, the mean self-esteem score was found to be 15.38. The lowest score found was zero. The highest score found was 25. Thus, students had scores ranging from the absolute lowest to the absolute highest. The mean score of 15.38 is considered slightly below average as compared to total adult population norms.

An analysis of the individual line item response percentages was done and provided the findings below:

1. "I am a lot of fun to be with." 22% Disagree
2. "I can make up my mind without too much trouble." 25% Disagree
3. "If I have something to say, I usually say it." 27% Disagree
4. "At home, my family understands me." 27% Disagree
5. "There are lots of things about myself I would change if I could." 68% Agree

It is of further interest to note that slightly under one-third of the students surveyed agreed that they often wished they were someone else. The problems with home-related issues were also somewhat apparent as 43 percent felt both that they get upset easily at home and that "too much is expected of me at home." Roughly, four out of 10 students felt "It is pretty tough to be me." One-third of all students felt that "Things are all mixed up in my life." Of primary importance, specifically with regard to the ABE program and the students' perceived success within the program, was the finding that 43 percent said "I often get discouraged at what I am doing."

In addition to the 25 self-esteem items, two lie scale items were given. The first, "I always tell the truth," was agreed to by one-half of the sample. The second, "I like everyone I know," was agreed to by 45 percent of the sample. These percentages on the lie scale items are relatively high compared to the national population norms. This detracts from the potential high reliability of this instrument. However, further specific conclusions are difficult to ascertain. Complete frequency percentages and the self-esteem scoring code are shown in Table 21.

Table 21: Student Responses on Self-Esteem Inventory

There are no right or wrong answers. Please tell us how you feel about each idea by circling True or False next to each sentence.

Circled responses measure high self esteem.

1.	I often wish I were someone else	True	30.4%	[✓ False]	(1)
2.	I find it very hard to talk in front of a group	True	60.5%	[✓ False]	
3.	There are lots of things about myself I'd change if I could	True	68.0%	[✓ False]	
4.	I can make up my mind without too much trouble . . .	[✓ True]	75.3%	False	
5.	I'm a lot of fun to be with	[✓ True]	78.1%	False	
6.	I get upset easily at home	True	42.7%	[✓ False]	
7.	It takes me a long time to get used to anything new . .	True	28.8%	[✓ False]	
8.	I'm popular with people my own age	[✓ True]	61.5%	False	
9.	Too much is expected of me at home	True	42.3%	[✓ False]	
10.	My parents usually consider my feelings.	[✓ True]	65.8%	False	
11.	I give in very easily	True	48.0%	[✓ False]	
12.	It's pretty tough to be me	True	40.5%	[✓ False]	
13.	Things are all mixed up in my life.	True	33.9%	[✓ False]	(13)

Table 21 (Continued)

There are no right or wrong answers. Please tell us how you feel about each idea by circling True or False next to each sentence.

14. Other people usually follow my ideas . . . . [✓ True] 56.6% False (1
15. I have a low opinion of myself . . . . True 26.4% [✓ False]
16. There are many times I'd like to leave home . . . . . True 47.6% [✓ False]
17. I often feel upset about the work that I do . . . . . . True 37.2% [✓ False]
18. I'm not as nice looking as most people . . . . True 33.1% [✓ False]
19. If I have something to say, I usually say it. . . . . . [✓ True] 73.2% False
20. At home, my family understands me . . . . [✓ True] 72.8% False
21. Most people are better liked than I am . . . . True 34.9% [✓ False]
22. I usually felt as if my parents were pushing me . . . True 33.8% [✓ False]
23. I often get discouraged at what I am doing . . . . . . True 43.4% [✓ False]
24. Things usually don't bother me . . . . [✓ True] 56.6% False
25. I can't be depended on . . . . True 20.3% [✓ False]

— — — — — — —

26. I always tell the truth . . . . True 50.7% False
27. I like everyone I know . . . . True 44.8% False (2

TOTAL SCORE $\overline{X}$ = 15.38 MAX = 25.00 MIN = 0.00

☐☐☐☐ ☐ ☐ ☐ S E ☐☐ ☐☐☐
(50) (69)

15s

Chi-square two-way test of independence. Each of the 27 line items comprising the Coopersmith Self-Esteem Inventory were cross-tabulated with the following three strata groups:

1. Previous dropout/non dropout status
2. Race
3. Sex

A total of 19 significant findings were yielded (see Table 22). Significance tests were at an alpha level of .01. Significant differences by line item will be described below:

ITEM 3: "There are lots of things about myself I would change if I could."

The data indicated that those who had dropped out previously from an ABE program were significantly more likely to answer true to the question. It is apparent that a relationship exists between self-esteem, in this regard, and the previous dropout status of the student. Since a true response to this question is a measure of low self-esteem, it is concluded that those who have previously dropped out tended to exhibit lower self-esteem than those who have not previously dropped out. (See Table 23).

ITEM 5: "I am a lot of fun to be with."

In reference to race of respondent, a significant difference was discovered in the answering of this question. The major finding was that blacks tended to agree with the item more so than whites although substantial percentages of both races tended to agree with the statement. Persons of Asian race tended to agree with the item least (see Table 24).

ITEM 7: "It takes me a long time to get used to anything new."

Again, in reference to race, it was found that whites tended to agree with the question significantly more often than blacks. Other differences among the remaining three races were negligible (see Table 25).

ITEM 8: "I am popular with people my own age."

A significant difference was found in the response to this question when cross-tabulated with respondent's sex. It was found that males tended to agree with the statement more than females (see Table 26).

ITEM 9: "Too much is expected of me at home."

Again, in reference to respondent's sex, a significant difference was found in the answering of this item. Females tended to agree with the statement significantly more often than males (see Table 27).

ITEM 12: "It is pretty tough to be me."

Those students who had not previously dropped out of ABE programs tended to agree with the item significantly more often than those who were previous dropouts (see Table 28).

ITEM 15: "I have a low opinion of myself."

This question yielded significant differences between race categories of respondents. It was shown that whites tended to agree with the statement significantly more often than blacks, and persons of Asian race tended to agree with the statement in even larger proportions (see Table 29).

ITEM 16: "There are many times I would like to leave home."

Those students who had previously dropped out of ABE programs tended to agree more with the statement than did those who had not previously dropped out. This was a significant difference (see Table 30).

ITEM 17: "I often feel upset about the work I do."

Again, with respect to previous dropout status of the respondent, a significant difference was found in the answer to this question. Those who had previously dropped out of ABE programs tended to agree with the statement significantly more often than those who had never dropped out of the program (see Table 31).

ITEM 19: "If I have something to say, I usually say it."

Stratified by race this question yielded significant differences as blacks tended to agree with the question slightly more often than whites. Differences between the other races were negligible (see Table 32).

ITEM 21: "Most people are better liked than I am."

Again based upon racial stratification, significant differences occurred in the responses to this question. Whites tended to agree with the statement significantly more often than blacks while people of the Latino or Asian race tended to fall between the white and black respondents (see Table 33).

ITEM 23: "I often get discouraged at what I am doing."

Based upon previous dropout status of the students, the answering of this question resulted in significant differences. Those who had previously dropped out of the ABE program tended to agree significantly more often with the item than those who had never dropped out (see Table 34).

ITEM 24: "Things usually don't bother me."

Again with regard to previous dropout status, it was found that significantly more of those who had previously dropped out tended to disagree with the statement (see Table 35).

A significant difference was also found in relation to sex of the respondent. It was found that males tended to agree with the question significantly more often than females (see Table 36).

ITEM 25: "I can't be depended on."

With race as the stratifying variable, a significant difference was found with regard to the question. It was shown that significantly more Latino and Asian people agreed with the question. Whites tended to agree with the question somewhat less than these two previously mentioned groups. Blacks agreed with the question slightly less than did the whites (see Table 37).

ITEM 26: "I always tell the truth."

This item, the first of two items comprising the lie-scale, should theoretically be answered 'false' by all respondents. Significant differences were found with regard to this question across the three strata of previous dropout status, race and sex. Those who were apparently the most honest in answering this item were those who: (a) had dropped out previously, (b) were of the black race and (c) were male (see Tables 38, 39 and 40).

ITEM 27: "I like everyone I know."

A significant difference was found in responses to this question when compared to respondent race. Blacks were found to answer the question more honestly than the other races, with whites second and Latinos third (see Table 41).

Table 22, on the following page, indicates significant difference at alpha level .01. Symbols next to each asterisk indicate the group in greater agreement to the line item.

Group Key: DO = Previous ABE Dropout
NDO = Not Previous Dropout
M = Male Respondent
F = Female Respondent

Table 22: Self-Esteem and Demographics

SE V3	Q#	ITEM	PREVIOUS DROP-OUT STATUS	RACE	SEX
45	1	I often wish I were someone else.			
46	2	I find it very hard to talk in front of a group.			
47	3	There are lots of things about myself I'd change if I could.	* DO		
48	4	I can make up my mind without too much trouble.			
49	5	I'm a lot of fun to be with.		*	
50	6	I get upset easily at home.			
51	7	It takes me a long time to get used to anything new.		*	
52	8	I'm popular with people my own age.			* M
53	9	Too much is expected of me at home			* F
54	10	My parents usually consider my feelings.			
55	11	I give in very easily.			
56	12	It's pretty tough to be me.	* NDO		
57	13	Things are all mixed up in my life.			
58	14	Other people usually follow my ideas.			
59	15	I have a low opinion of myself.		*	
60	16	There are many times I'd like to leave home.	* DO		
61	17	I often feel upset about the work I do.	* DO		
62	18	I'm not as nice looking as most people.			
63	19	If I have something to say, I usually say it.		*	
64	20	At home, my family understands me.			
65	21	Most people are better liked than I am.		*	
66	22	I usually felt as if my parents were pushing me.			
67	23	I often get discouraged at what I am doing.	* DO		
68	24	Things usually don't bother me.	* DO		* M
69	25	I can't be depended on.		*	
70	26	I always tell the truth.	* NDO	*	* F
71	27	I like everyone I know.		*	

* $\alpha = .01$

Table 23: Self-Esteem Item 3 x ABE Dropout/Non-dropout

```
COCPERSMITH AND CEMCGRAPHICS                                                                              04-27-78

FILE   27SEDEMO (CREATICN DATE = 04-27-78)   (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * *   C R C S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
    V47      THERE ARE LOTS OF THINGS ABOUT MY              BY  V111      IN THE PAST HAVE YOU EVER STARTED?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                    V111
           COUNT  I
           ROW PCT IYES      NO        ROW
           COL PCT I                   TOTAL
           TOT PCT I      1.I      2.I
V47        --------I--------I--------I
              1.   I   216  I   403  I   619
  TRUE             I  34.9  I  65.1  I  67.4
                   I  74.0  I  64.3  I
                   I  23.5  I  43.9  I
                  -I--------I--------I
              2.   I    76  I   224  I   300
  FALSE            I  25.3  I  74.7  I  32.6
                   I  26.0  I  35.7  I
                   I   8.3  I  24.4  I
                  -I--------I--------I
           COLUMN      292      627      919
            TOTAL     31.8     68.2    100.0

CORRECTED CHI SQUARE =     8.08665     WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE =  0.0045
PHI =    0.09630
CONTINGENCY COEFFICIENT =    0.09585

NUMBER OF MISSING OBSERVATIONS =     150
```

Table 24: Self-Esteem Item 5 x Race

```
COOPERSMITH AND DEMOGRAPHICS                                                                  04-27-78

FILE    27SEDEMO (CREATION DATE = 04-27-78)    (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * * *
   V49       I'M A LOT OF FUN TO BE WITH                          BY  V136      WHAT IS YOUR RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                       V136
               COUNT  I
             ROW PCT  IBLACK     WHITE     LATINO H ASIAN PA AMERICAN   ROW
             COL PCT  I                    ISPANIC  CIFIC     INDIAN   TOTAL
             TOT PCT  I       1.I       2.I       3.I       4.I       5.I
V49           --------I--------I--------I--------I--------I--------I
                   1. I   324  I   255  I    49  I    55  I     8  I   691
  TRUE                I  46.9  I  36.9  I   7.1  I   8.0  I   1.2  I  77.2
                      I  84.8  I  72.0  I  73.1  I  66.3  I  88.9  I
                      I  36.2  I  28.5  I   5.5  I   6.1  I   0.9  I
                     -I--------I--------I--------I--------I--------I
                   2. I    58  I    99  I    18  I    28  I     1  I   204
  FALSE               I  28.4  I  48.5  I   8.8  I  13.7  I   0.5  I  22.8
                      I  15.2  I  28.0  I  26.9  I  33.7  I  11.1  I
                      I   6.5  I  11.1  I   2.0  I   3.1  I   0.1  I
                     -I--------I--------I--------I--------I--------I
              COLUMN      382       354        67        83         9     895
               TOTAL     42.7      39.6       7.5       9.3       1.0   100.0

CHI SQUARE =     24.92966 WITH    4 DEGREES OF FREEDOM    SIGNIFICANCE =  0.0001
CRAMER'S V =     0.16690
CONTINGENCY COEFFICIENT =     0.16462

NUMBER OF MISSING OBSERVATIONS =      174
```

Table 25: Self-Esteem Item 7 × Race

```
COOPERSMITH AND DEMCGRAPHICS                                                                              04-27-78

FILE    27SEDEMO (CREATION DATE = 04-27-78)    (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * * *
    V51       TAKES A LONG TIME TO GET USED TO NEW THI     BY  V136       WHAT IS YOUR RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                     V136
          COUNT    I
          ROW PCT  IBLACK     WHITE     LATINC H ASIAN PA AMERICAN   ROW
          COL PCT  I                    ISPANIC  CIFIC     INDIAN    TOTAL
          TOT PCT  I       1.I       2.I       3.I       4.I       5.I
V51       ---------I---------I---------I---------I---------I---------I
              1.   I    87   I   120   I    19   I    41   I     2   I   269
  TRUE             I  32.3   I  44.6   I   7.1   I  15.2   I   0.7   I  29.8
                   I  22.8   I  33.5   I  26.0   I  49.4   I  22.2   I
                   I   9.6   I  13.3   I   2.1   I   4.5   I   0.2   I
                  -I---------I---------I---------I---------I---------I
              2.   I   294   I   238   I    54   I    42   I     7   I   635
  FALSE            I  46.3   I  37.5   I   8.5   I   6.6   I   1.1   I  70.2
                   I  77.2   I  66.5   I  74.0   I  50.6   I  77.8   I
                   I  32.5   I  26.3   I   6.0   I   4.6   I   0.8   I
                  -I---------I---------I---------I---------I---------I
          COLUMN       381       358        73        83         9       904
           TOTAL      42.1      39.6       8.1       9.2       1.0     100.0

CHI SQUARE =     27.20738 WITH    4 DEGREES OF FREEDOM    SIGNIFICANCE =  0.0000
CRAMER'S V =     0.17348
CONTINGENCY COEFFICIENT =     0.17093

NUMBER OF MISSING OBSERVATIONS =      165
```

Table 26: Self-Esteem Item 8 x Sex

```
COOPERSMITH AND DEMOGRAPHICS                                                   04-27-78

FILE   27SEDEMO (CREATION DATE = 04-27-78)   (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
   V52      I'M POPULAR WITH PEOPLE MY OWN AGE            BY  V137      WHAT IS YOUR SEX?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                     V137
           COUNT   I
           ROW PCT IFEMALE   MALE       ROW
           COL PCT I                    TOTAL
           TOT PCT I       1.I       2.I
V52        --------I--------I--------I
              1.   I   292  I   257  I   549
  TRUE             I  53.2  I  46.8  I  62.6
                   I  58.3  I  68.4  I
                   I  33.3  I  29.3  I
                  -I--------I--------I
              2.   I   209  I   119  I   328
  FALSE            I  63.7  I  36.3  I  37.4
                   I  41.7  I  31.6  I
                   I  23.8  I  13.6  I
                  -I--------I--------I
           COLUMN      501       376       877
            TOTAL     57.1      42.9     100.0

CORRECTED CHI SQUARE =     8.87389     WITH 1 DEGREE OF FREEDOM    SIGNIFICANCE =  0.0029
PHI =     0.10297
CONTINGENCY COEFFICIENT =     0.10243

NUMBER OF MISSING OBSERVATIONS =      192
```

Table 27: Self-Esteem Item 9 x Sex

```
COCPERSMITH AND CEMCGRAPHICS                                                     04-27-78

FILE   27SEDEMG (CREATICN DATE = 04-27-78)   (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
    V53       TOC MUCH IS EXPECTED OF ME AT HOME          BY  V137      WHAT IS YOUR SEX?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                  V137
          COUNT  I
         ROW PCT IFEMALE   MALE       ROW
         COL PCT I                    TOTAL
         TOT PCT I       1.I       2.I
V53      --------I--------I--------I
              1. I   245  I   145  I   390
  TRUE           I  62.8  I  37.2  I  43.5
                 I  47.9  I  37.8  I
                 I  27.3  I  16.2  I
                -I--------I--------I
              2. I   267  I   239  I   506
  FALSE          I  52.8  I  47.2  I  56.5
                 I  52.1  I  62.2  I
                 I  29.8  I  26.7  I
                -I--------I--------I
         COLUMN      512      384      896
          TOTAL     57.1     42.9    100.0

CORRECTED CHI SQUARE =     8.68434     WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE =  0.0032
PHI =    0.10072
CONTINGENCY COEFFICIENT =    0.10022

NUMBER OF MISSING OBSERVATIONS =     173
```

Table 28: Self-Esteem Item 12 x ABE Dropout/Non-dropout

```
COOPERSMITH AND DEMOGRAPHICS                                                          04-27-78

FILE   27SEDEMO (CREATION DATE = 04-27-78)   (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * * *
    V56        IT'S PRETTY TOUGH TO BE ME                          BY  V111      IN THE PAST HAVE YOU EVER STARTED?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                     V111
              COUNT  I
            ROW PCT  IYES       NO         ROW
            COL PCT  I                     TOTAL
            TOT PCT  I       1.I       2.I
V56         --------I--------I--------I
                 1.  I   143  I   225  I   368
  TRUE               I  38.9  I  61.1  I  41.7
                     I  51.1  I  37.3  I
                     I  16.2  I  25.5  I
                    -I--------I--------I
                 2.  I   137  I   378  I   515
  FALSE              I  26.6  I  73.4  I  58.3
                     I  48.9  I  62.7  I
                     I  15.5  I  42.8  I
                    -I--------I--------I
             COLUMN      280       603       883
              TOTAL     31.7      68.3     100.0

CORRECTED CHI SQUARE =     14.32925     WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE =  0.0002
PHI =    0.12986
CONTINGENCY COEFFICIENT =    0.12878

NUMBER OF MISSING OBSERVATIONS =      186
```

Table 29: Self-Esteem Item 15 x Race

```
COOPERSMITH AND DEMOGRAPHICS                                                      04-27-78

FILE    27SEDEMO (CREATION DATE = 04-27-78)   (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * *
   V59        I HAVE A LOW OPINION OF MYSELF                 BY  V136      WHAT IS YOUR RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF

                   V136
              COUNT  I
              ROW PCT IBLACK     WHITE     LATINO H ASIAN PA AMERICAN   ROW
              COL PCT I                    ISPANIC  CIFIC     INDIAN   TOTAL
              TOT PCT I       1.I       2.I       3.I       4.I       5.I
V59           --------I--------I--------I--------I--------I--------I
                   1.  I    66  I   118  I    22  I    35  I     0  I   241
  TRUE                 I  27.4  I  49.0  I   9.1  I  14.5  I   0.0  I  26.7
                       I  17.4  I  33.5  I  28.9  I  41.7  I   0.0  I
                       I   7.3  I  13.1  I   2.4  I   3.9  I   0.0  I
                      -I--------I--------I--------I--------I--------I
                   2.  I   314  I   234  I    54  I    49  I    10  I   661
  FALSE                I  47.5  I  35.4  I   8.2  I   7.4  I   1.5  I  73.3
                       I  82.6  I  66.5  I  71.1  I  58.3  I 100.0  I
                       I  34.8  I  25.9  I   6.0  I   5.4  I   1.1  I
                      -I--------I--------I--------I--------I--------I
              COLUMN      380      352       76       84       10      902
               TOTAL     42.1     39.0      8.4      9.3      1.1    100.0

CHI SQUARE =     38.71550 WITH    4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =     0.20718
CONTINGENCY COEFFICIENT =     0.20287

NUMBER OF MISSING OBSERVATIONS =      167
```

Table 30: Self-Esteem Item 16 x ABE Dropout/Non-dropout

```
COOPERSMITH AND DEMOGRAPHICS                                                          04-27-78

FILE    275EDEMG (CREATION DATE = 04-27-78)   (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * *
    V60       MANY TIMES I'D LIKE TO LEAVE HOME                BY  V111      IN THE PAST HAVE YOU EVER STARTED?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                    V111
              COUNT  I
             ROW PCT IYES      NO        ROW
             COL PCT I                   TOTAL
             TOT PCT I       1.I       2.I
V60          --------I--------I--------I
                  1.  I   154  I   271  I   425
  TRUE                I  36.2  I  63.8  I  46.4
                      I  53.7  I  43.2  I
                      I  16.8  I  29.6  I
                     -I--------I--------I
                  2.  I   133  I   357  I   490
  FALSE               I  27.1  I  72.9  I  53.6
                      I  46.3  I  56.8  I
                      I  14.5  I  39.0  I
                     -I--------I--------I
              COLUMN      287      628      915
               TOTAL     31.4     68.6    100.0

CORRECTED CHI SQUARE =      8.32301     WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE =  0.0039
PHI =     0.09774
CONTINGENCY COEFFICIENT =    0.09727

NUMBER OF MISSING OBSERVATIONS =      154
```

Table 31; Self-Esteem Item 16 x ABE Dropout/Non-dropout

```
COOPERSMITH AND DEMOGRAPHICS                                                                 04-27-78

FILE    27SEDEMG (CREATION DATE = 04-27-78)   (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * *
   V61       I OFTEN FEEL UPSET ABOUT THE WORK                 BY  V111      IN THE PAST HAVE YOU EVER STARTED?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                       V111
              COUNT   I
              ROW PCT IYES      NO        ROW
              COL PCT I                   TOTAL
              TOT PCT I      1.I      2.I
V61           --------I--------I--------I
                  1.  I   132  I   212  I   344
   TRUE               I  38.4  I  61.6  I  37.7
                      I  45.5  I  34.1  I
                      I  14.5  I  23.2  I
                     -I--------I--------I
                  2.  I   158  I   410  I   568
   FALSE              I  27.8  I  72.2  I  62.3
                      I  54.5  I  65.9  I
                      I  17.3  I  45.0  I
                     -I--------I--------I
              COLUMN      290       622       912
               TOTAL     31.8      68.2     100.0

CORRECTED CHI SQUARE =     10.52506     WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE =  0.0012
PHI =     0.10986
CONTINGENCY COEFFICIENT =     0.10920

NUMBER OF MISSING OBSERVATIONS =      157
```

Table 32: Self-Esteem Item 19 x Race

```
COCPERSMITH AND DEMCGRAPHICS                                                        04-27-78

FILE   27SEDEMO (CREATICN CATE = 04-27-78)   (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * *
   V63      IF I HAVE SOMETHING TO SAY, I                    BY  V136      WHAT IS YOUR RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                   V136
          COUNT  I
        ROW PCT  IBLACK    WHITE    LATINC H ASIAN PA AMERICAN   ROW
        COL PCT  I                  ISPANIC  CIFIC     INDIAN   TOTAL
        TOT PCT  I      1.I      2.I      3.I      4.I      5.I
V63     ---------I--------I--------I--------I--------I--------I
             1.  I   302  I   261  I    53  I    51  I     9  I   676
  TRUE           I  44.7  I  38.6  I   7.8  I   7.5  I   1.3  I  74.9
                 I  79.7  I  72.7  I  73.6  I  61.4  I  90.0  I
                 I  33.4  I  28.9  I   5.9  I   5.6  I   1.0  I
                -I--------I--------I--------I--------I--------I
             2.  I    77  I    98  I    19  I    32  I     1  I   227
  FALSE          I  33.9  I  43.2  I   8.4  I  14.1  I   0.4  I  25.1
                 I  20.3  I  27.3  I  26.4  I  38.6  I  10.0  I
                 I   8.5  I  10.9  I   2.1  I   3.5  I   0.1  I
                -I--------I--------I--------I--------I--------I
         COLUMN      379      359       72       83       10      903
          TOTAL     42.0     39.8      8.0      9.2      1.1    100.0

CHI SQUARE =     14.78768 WITH    4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0052
CRAMER'S V =    0.12797
CONTINGENCY COEFFICIENT =    0.12693

NUMBER CF MISSING CBSERVATIONS =     166
```

Table 33: Self-Esteem Item 21 x Race

```
COOPERSMITH AND DEMOGRAPHICS                                                                04-27-78

FILE    27SEDEMO (CREATION DATE = 04-27-78)    (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * *
    V65        MOST PEOPLE ARE BETTER LIKED THAN I           BY  V136       WHAT IS YOUR RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                    V136
            COUNT  I
           ROW PCT IBLACK    WHITE    LATINO H ASIAN PA AMERICAN   ROW
           COL PCT I                  ISPANIC  CIFIC     INDIAN   TOTAL
           TOT PCT I      1.I      2.I      3.I      4.I      5.I
V65        --------I--------I--------I--------I--------I--------I
               1.  I   104  I   152  I    30  I    31  I     3  I   320
  TRUE             I  32.5  I  47.5  I   9.4  I   9.7  I   0.9  I  35.8
                   I  27.6  I  43.4  I  39.5  I  38.3  I  30.0  I
                   I  11.6  I  17.0  I   3.4  I   3.5  I   0.3  I
                  -I--------I--------I--------I--------I--------I
               2.  I   273  I   198  I    46  I    50  I     7  I   574
  FALSE            I  47.6  I  34.5  I   8.0  I   8.7  I   1.2  I  64.2
                   I  72.4  I  56.6  I  60.5  I  61.7  I  70.0  I
                   I  30.5  I  22.1  I   5.1  I   5.6  I   0.8  I
                  -I--------I--------I--------I--------I--------I
           COLUMN      377      350       76       81       10       894
            TOTAL     42.2     39.1      8.5      9.1      1.1     100.0

CHI SQUARE =    20.73796 WITH    4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0004
CRAMER'S V =    0.15231
CONTINGENCY COEFFICIENT =    0.15057

NUMBER OF MISSING OBSERVATIONS =     175
```

Table 34: Self-Esteem Item 23 x ABE Dropout/Non-dropout

```
COOPERSMITH AND DEMOGRAPHICS                                                              04-27-78

FILE   27SEDEMO (CREATION DATE = 04-27-78)   (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * * *
   V67      I OFTEN GET DISCOURAGED AT WHAT I            BY  V111      IN THE PAST HAVE YOU EVER STARTED?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                     V111
              COUNT  I
              ROW PCT IYES       NO         ROW
              COL PCT I                     TOTAL
              TOT PCT I      1.I      2.I
V67           --------I--------I--------I
                  1.  I   145  I   243  I   388
  TRUE                I  37.4  I  62.6  I  42.8
                      I  50.9  I  39.1  I
                      I  16.0  I  26.8  I
                     -I--------I--------I
                  2.  I   140  I   378  I   518
  FALSE               I  27.0  I  73.0  I  57.2
                      I  49.1  I  60.9  I
                      I  15.5  I  41.7  I
                     -I--------I--------I
              COLUMN      285      621      906
               TOTAL     31.5     68.5    100.0

CORRECTED CHI SQUARE =    10.53424    WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE =  0.0012
PHI =    0.11023
CONTINGENCY COEFFICIENT =    0.10957

NUMBER OF MISSING OBSERVATIONS =     163
```

Table 35: Self-Esteem Item 24 x ABE Dropout/Non-dropout

```
COOPERSMITH AND DEMOGRAPHICS                                                    04-27-78

FILE    27SEDEMG (CREATION DATE = 04-27-78)   (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
   V68        THINGS USUALLY DON'T BOTHER ME                BY  V111       IN THE PAST HAVE YOU EVER STARTED?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                    V111
             COUNT  I
           ROW PCT  IYES      NO         ROW
           COL PCT  I                    TOTAL
           TOT PCT  I     1.I      2.I
V68        --------I--------I--------I
                1.  I   144  I   370  I   514
  TRUE              I  28.0  I  72.0  I  55.9
                    I  49.1  I  59.0  I
                    I  15.7  I  40.2  I
                   -I--------I--------I
                2.  I   149  I   257  I   406
  FALSE             I  36.7  I  63.3  I  44.1
                    I  50.9  I  41.0  I
                    I  16.2  I  27.9  I
                   -I--------I--------I
            COLUMN      293      627       920
             TOTAL     31.8     68.2     100.0

CORRECTED CHI SQUARE =     7.48588     WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE =  0.0062
PHI =    0.09255
CONTINGENCY COEFFICIENT =    0.09216

NUMBER OF MISSING OBSERVATIONS =     149
```

Table 36: Self-Esteem Item 24 x Sex

```
COOPERSMITH AND DEMOGRAPHICS                                                                              04-27-78

FILE   27SEDEMO (CREATION DATE = 04-27-78)   (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * *
   V68       THINGS USUALLY DON'T BOTHER ME                   BY  V137      WHAT IS YOUR SEX?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                   V137
          COUNT  I
        ROW PCT  IFEMALE   MALE       ROW
        COL PCT  I                    TOTAL
        TOT PCT  I       1.I       2.I
V68     --------I--------I--------I
             1.  I   252  I   242  I   494
  TRUE           I  51.0  I  49.0  I  54.9
                 I  49.1  I  62.7  I
                 I  28.0  I  26.9  I
                -I--------I--------I
             2.  I   261  I   144  I   405
  FALSE          I  64.4  I  35.6  I  45.1
                 I  50.9  I  37.3  I
                 I  29.0  I  16.0  I
                -I--------I--------I
         COLUMN      513       386       899
          TOTAL     57.1      42.9     100.0

CORRECTED CHI SQUARE =    15.84478     WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE =  0.0001
PHI =    0.13502
CONTINGENCY COEFFICIENT =    0.13380

NUMBER OF MISSING OBSERVATIONS =     170
```

Table 37: Self-Esteem Item 25 x Race

```
COOPERSMITH AND DEMOGRAPHICS                                                                04-27-78

FILE    27SEDEMO (CREATION DATE = 04-27-78)    (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
   V69       I CAN'T BE DEPENDED ON                                 BY  V136      WHAT IS YOUR RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                     V136
               COUNT  I
              ROW PCT IBLACK     WHITE     LATINO H ASIAN PA AMERICAN   ROW
              COL PCT I                    ISPANIC  CIFIC     INDIAN   TOTAL
              TOT PCT I       1.I       2.I       3.I       4.I       5.I
V69           --------I--------I--------I--------I--------I--------I
                   1. I    59  I    72  I    31  I    31  I     2  I   195
  TRUE                I  30.3  I  36.9  I  15.5  I  15.9  I   1.0  I  21.6
                      I  15.6  I  20.3  I  39.7  I  38.8  I  20.0  I
                      I   6.5  I   8.0  I   3.4  I   3.4  I   0.2  I
                     -I--------I--------I--------I--------I--------I
                   2. I   320  I   283  I    47  I    49  I     8  I   707
  FALSE               I  45.3  I  40.0  I   6.6  I   6.9  I   1.1  I  78.4
                      I  84.4  I  79.7  I  60.3  I  61.3  I  80.0  I
                      I  35.5  I  31.4  I   5.2  I   5.4  I   0.9  I
                     -I--------I--------I--------I--------I--------I
               COLUMN     379       355        78        80        10      902
                TOTAL    42.0      39.4       8.6       8.9       1.1    100.0

CHI SQUARE =    37.55805 WITH    4 DEGREES OF FREEDOM    SIGNIFICANCE =  0.0000
CRAMER'S V =    0.20406
CONTINGENCY COEFFICIENT =    0.19994

NUMBER OF MISSING OBSERVATIONS =     167
```

Table 38: Self-Esteem Item 26 x ABE Dropout/Non-dropout

```
COCPERSMITH AND CEMOGRAPHICS                                                    04-27-78

FILE   27SEDEMC (CREATICN CATE = 04-27-78)   (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * *
   V70       I ALWAYS TELL THE TRUTH                            BY  V111      IN THE PAST HAVE YOU EVER STARTED?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                      V111
               COUNT  I
             ROW PCT  IYES        NO          ROW
             COL PCT  I                       TOTAL
             TOT PCT  I       1.I       2.I
V70           --------I--------I--------I
                  1.  I   121  I   354  I    475
  TRUE                I  25.5  I  74.5  I   52.2
                      I  42.6  I  56.5  I
                      I  13.3  I  38.9  I
                     -I--------I--------I
                  2.  I   163  I   272  I    435
  FALSE               I  37.5  I  62.5  I   47.8
                      I  57.4  I  43.5  I
                      I  17.9  I  29.9  I
                     -I--------I--------I
             COLUMN       284       626      910
              TOTAL      31.2      68.8    100.0

CORRECTED CHI SQUARE =    14.66993     WITH 1 DEGREE OF FREEDOM    SIGNIFICANCE =  0.0001
PHI =    0.12934
CONTINGENCY COEFFICIENT =    0.12827

NUMBER OF MISSING OBSERVATIONS =     159
```

Table 39: Self-Esteem Item 26 x Race

```
COCPERSMITH AND CEMGGRAPHICS                                                              04-27-78

FILE   27SEDEMO (CREATICA CATE = 04-27-78)   (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
   V70      I ALWAYS TELL THE TRUTH                              BY  V136      WHAT IS YOUR RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                   V136
           COUNT  I
         ROW PCT  IBLACK     WHITE     LATINO H ASIAN PA AMERICAN   ROW
         COL PCT  I                    ISPANIC  CIFIC     INDIAN   TOTAL
         TOT PCT  I      1.I      2.I      3.I      4.I      5.I
V7C       --------I--------I--------I--------I--------I--------I
              1.  I   138  I   222  I    47  I    57  I     5  I   469
  TRUE            I  29.4  I  47.3  I  10.0  I  12.2  I   1.1  I  52.1
                  I  36.7  I  62.4  I  61.8  I  69.5  I  50.0  I
                  I  15.3  I  24.7  I   5.2  I   6.3  I   0.6  I
                 -I--------I--------I--------I--------I--------I
              2.  I   238  I   134  I    29  I    25  I     5  I   431
  FALSE           I  55.2  I  31.1  I   6.7  I   5.8  I   1.2  I  47.9
                  I  63.3  I  37.6  I  38.2  I  30.5  I  50.0  I
                  I  26.4  I  14.9  I   3.2  I   2.8  I   0.6  I
                 -I--------I--------I--------I--------I--------I
          COLUMN      376      356       76       82       10      900
           TOTAL     41.8     39.6      8.4      9.1      1.1    100.0

CHI SQUARE =    63.60838 WITH   4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =    0.26585
CONTINGENCY COEFFICIENT =    0.25693

NUMBER OF MISSING OBSERVATIONS =     169
```

Table 40: Self-Esteem Item 26 x Sex

```
COOPERSMITH AND DEMOGRAPHICS                                                          04-27-78

FILE   27SEDEMO (CREATION DATE = 04-27-78)   (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
   V70       I ALWAYS TELL THE TRUTH                          BY  V137      WHAT IS YOUR SEX?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                     V137
           COUNT   I
           ROW PCT IFEMALE   MALE       ROW
           COL PCT I                    TOTAL
           TOT PCT I       1.I       2.I
V70        --------I--------I--------I
              1.   I   286  I   172  I   458
  TRUE             I  62.4  I  37.6  I  51.6
                   I  55.9  I  45.7  I
                   I  32.2  I  19.4  I
                  -I--------I--------I
              2.   I   226  I   204  I   430
  FALSE            I  52.6  I  47.4  I  48.4
                   I  44.1  I  54.3  I
                   I  25.5  I  23.0  I
                  -I--------I--------I
           COLUMN       512      376      888
            TOTAL      57.7     42.3    100.0

CORRECTED CHI SQUARE =      8.48022     WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE =  0.0036
PHI =    0.10000
CONTINGENCY COEFFICIENT =    0.09951

NUMBER OF MISSING OBSERVATIONS =      181
```

Table 41: Self-Esteem Item 27 x Race

```
COOPERSMITH AND DEMOGRAPHICS                                                     04-27-78

FILE   27SEDEMO (CREATION DATE = 04-27-78)   (ALL COOPERSMITH ITEMS AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * *
   V71       I LIKE EVERYONE I KNOW                          BY  V136      WHAT IS YOUR RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                 V136
           COUNT  I
         ROW PCT  IBLACK     WHITE     LATINO H  ASIAN PA  AMERICAN   ROW
         COL PCT  I                    ISPANIC   CIFIC     INDIAN    TOTAL
         TOT PCT  I      1.I      2.I      3.I      4.I      5.I
V71      --------I--------I--------I--------I--------I--------I
              1.  I   143  I   171  I    47  I    51  I     3  I    415
   TRUE           I  34.5  I  41.2  I  11.3  I  12.3  I   0.7  I   45.5
                  I  37.6  I  47.4  I  59.5  I  62.2  I  30.0  I
                  I  15.7  I  18.8  I   5.2  I   5.6  I   0.3  I
                 -I--------I--------I--------I--------I--------I
              2.  I   237  I   190  I    32  I    31  I     7  I    497
   FALSE          I  47.7  I  38.2  I   6.4  I   6.2  I   1.4  I   54.5
                  I  62.4  I  52.6  I  40.5  I  37.8  I  70.0  I
                  I  26.0  I  20.8  I   3.5  I   3.4  I   0.8  I
                 -I--------I--------I--------I--------I--------I
          COLUMN      380      361       79       82       10      912
           TOTAL     41.7     39.6      8.7      9.0      1.1    100.0

CHI SQUARE =     26.41953 WITH    4 DEGREES OF FREEDOM    SIGNIFICANCE =  0.0000
CRAMER'S V =     0.17020
CONTINGENCY COEFFICIENT =    0.16779

NUMBER OF MISSING OBSERVATIONS =       157
```

Factor analysis on student responses to self-esteem items. The 25 items measuring self-esteem (not including the two lie-scale items) were factor analyzed to determine the underlying psychological constructs measured by the line items. A total of seven such constructs were discovered. The constructs were identified as follows:

Factor	Construct
1	Home relations
2	Confused and discouraged
3	Popularity
4	Discouraged
5	Generalized dependability
6	Sociability and appearance
7	Difficulty in speaking

See Table 42 for more details regarding the factor structure. Additional information, including a graphical representation of factor axes, may be found in Appendix G.

Table 42: Factor Analysis of Student Responses to Self-Esteem Items

```
COOPERSMITH SE TEST                                                          04-21-78

FILE    SE        (CREATION DATE = 04-21-78)    (COOPERSMITH SE TEST)


VARIABLE   EST COMMUNALITY                  FACTOR        EIGENVALUE   PCT OF VAR   CUM PCT

V45              0.17602                       1            4.26450       17.1        17.1
V46              0.14066                       2            1.63339        6.5        23.6
V47              0.14284                       3            1.38435        5.5        29.1
V48              0.15637                       4            1.21758        4.9        34.0
V49              0.12231                       5            1.15638        4.6        38.6
V50              0.20994                       6            1.06892        4.3        42.9
V51              0.19141                       7            1.04441        4.2        47.1
V52              0.11791                       8            0.97846        3.9        51.0
V53              0.12493                       9            0.93033        3.7        54.7
V54              0.13440                      10            0.90747        3.6        58.3
V55              0.10155                      11            0.87839        3.5        61.9
V56              0.19672                      12            0.87032        3.5        65.3
V57              0.30884                      13            0.83524        3.3        68.7
V58              0.12022                      14            0.79964        3.2        71.9
V59              0.25592                      15            0.78825        3.2        75.0
V60              0.26914                      16            0.74332        3.0        78.0
V61              0.23487                      17            0.72210        2.9        80.9
V62              0.15239                      18            0.67720        2.7        83.6
V63              0.12394                      19            0.65711        2.6        86.2
V64              0.24480                      20            0.64362        2.6        88.8
V65              0.20658                      21            0.61919        2.5        91.3
V66              0.12461                      22            0.57922        2.3        93.6
V67              0.31241                      23            0.56167        2.2        95.8
V68              0.16125                      24            0.53290        2.1        98.0
V69              0.13047                      25            0.50593        2.0       100.0

MORE THAN 25 ITERATIONS REQUIRED.
```

Table 42 (Continued)

```
COCPERSMITH SE TEST                                                                    04-21-78

FILE    SE        (CREATION DATE = 04-21-78)    (COOPERSMITH SE TEST)


VARIABLE        COMMUNALITY                    FACTOR        EIGENVALUE    PCT OF VAR    CUM PCT

V45               0.20866                         1            3.57685         52.5         52.5
V46               0.39124                         2            0.91496         13.4         65.9
V47               0.17188                         3            0.67197          9.9         75.7
V48               0.19791                         4            0.49250          7.2         83.0
V49               0.21733                         5            0.44098          6.5         89.4
V50               0.24888                         6            0.39083          5.7         95.2
V51               0.26719                         7            0.32979          4.8        100.0
V52               0.19139
V53               0.15562
V54               0.19431
V55               0.10898
V56               0.26572
V57               0.49189
V58               0.20256
V59               0.35600
V60               0.37646
V61               0.30881
V62               0.33055
V63               0.17183
V64               0.42760
V65               0.28367
V66               0.17211
V67               0.50860
V68               0.30203
V69               0.26661
```

Table 42 (Continued)

```
COOPERSMITH SE TEST                                                                        04-21-78


  1.VARIABLE LIST

VARIABLES..        LABELS..

V45                I OFTEN WISH I WERE SOMEONE ELSE
V46                I FIND IT VERY HARD TO TALK
V47                THERE ARE LOTS OF THINGS ABOUT MY
V48                I CAN MAKE UP MIND W O TROUBLE
V49                I'M A LOT OF FUN TO BE WITH
V50                I GET UPSET EASILY AT HOME
V51                TAKES A LONG TIME TO GET USED TO NEW THI
V52                I'M POPULAR WITH PEOPLE MY OWN AGE
V53                TOO MUCH IS EXPECTED OF ME AT HOME
V54                PARENTS CONSIDERED MY FEELINGS
V55                I GIVE IN VERY EASILY
V56                IT'S PRETTY TOUGH TO BE ME
V57                THINGS ARE ALL MIXED UP IN MY LIFE
V58                OTHERS FOLLOW MY IDEAS
V59                I HAVE A LOW OPINION OF MYSELF
V60                MANY TIMES I'D LIKE TO LEAVE HOME
V61                I OFTEN FEEL UPSET ABOUT THE WORK
V62                I'M NOT AS NICE LOOKING AS MOST
V63                IF I HAVE SOMETHING TO SAY, I
V64                AT HOME, MY FAMILY UNDERSTANDS ME
V65                MOST PEOPLE ARE BETTER LIKED THAN I
V66                PARENTS WERE PUSHING ME
V67                I OFTEN GET DISCOURAGED AT WHAT I
V68                THINGS USUALLY DON'T BOTHER ME
V69                I CAN'T BE DEPENDED ON


                     READ INPUT DATA

AFTER READING    716 CASES FROM SUBFILE SE       ,  END OF FILE WAS ENCOUNTERED ON LOGICAL UNIT # 8


DETERMINANT OF CORRELATION MATRIX =  0.0420765( 0.42076454E-01)
```

Table 42 (Continued)

```
COOPERSMITH SE TEST                                                                              04-21-78

FILE   SE        (CREATION DATE = 04-21-78)   (COOPERSMITH SE TEST)

    VARIMAX ROTATED FACTOR MATRIX



                 FACTOR  1   FACTOR  2   FACTOR  3   FACTOR  4   FACTOR  5   FACTOR  6   FACTOR  7

V45               0.14572     0.30478    -0.12534     0.18619    -0.04640     0.19550     0.06154
V46               0.06057     0.13638    -0.13339     0.10005     0.06913     0.10129     0.57108
V47               0.07322     0.32740    -0.16732     0.12590     0.06148     0.07745     0.07547
V48              -0.15236    -0.08819     0.30808    -0.17390    -0.10345    -0.17552     0.01601
V49               0.09706    -0.10984     0.42512    -0.05860    -0.08793    -0.05835    -0.02334
V50               0.36191     0.11135    -0.09411     0.26462     0.13288     0.07565     0.05692
V51               0.13005     0.16923    -0.11874     0.06026     0.40871     0.17457     0.07991
V52              -0.10365    -0.04029     0.41777    -0.05012     0.00219    -0.01907    -0.04011
V53               0.30402     0.02770    -0.05359     0.13852     0.18890     0.04167     0.05431
V54              -0.39289    -0.08786     0.16631    -0.01909     0.03068    -0.00476     0.05689
V55               0.08641     0.11767     0.00421     0.03297     0.08096     0.27657     0.05934
V56               0.19356     0.43360     0.03813     0.09862    -0.02619     0.15804     0.05830
V57               0.26893     0.54821    -0.17124    -0.00116     0.28365     0.06492    -0.07096
V58              -0.12339     0.04866     0.29718     0.03516    -0.15493    -0.16594    -0.20945
V59               0.08027     0.49866    -0.10916    -0.02126     0.21344     0.18034     0.10218
V60               0.51328     0.16381     0.04046     0.17518     0.19151     0.12089     0.05062
V61               0.27133     0.30025     0.10663     0.30433     0.09636    -0.00878     0.17800
V62               0.03731     0.06982    -0.13383     0.06433     0.06485     0.54590    -0.00405
V63              -0.08075    -0.11222     0.26727     0.02988     0.03863    -0.20595    -0.19101
V64              -0.61602    -0.10506     0.08967    -0.06137     0.12826    -0.09386     0.00401
V65               0.04454     0.24723    -0.17863     0.04853     0.08451     0.40325     0.12864
V66               0.36858     0.12768     0.02468    -0.02427    -0.00171     0.05021     0.12741
V67               0.13770     0.40687    -0.03308     0.54125     0.12833     0.11127     0.03460
V68              -0.11873     0.00527     0.30284    -0.43398    -0.04492    -0.06491    -0.04025
V69              -0.04100     0.07543    -0.04003     0.06261     0.50104     0.04900     0.01657



TRANSFORMATION MATRIX

                 FACTOR  1   FACTOR  2   FACTOR  3   FACTOR  4   FACTOR  5   FACTOR  6   FACTOR  7

FACTOR   1        0.50465     0.54590    -0.31063     0.33509     0.27885     0.35065     0.19448
FACTOR   2        0.69702     0.00064     0.51777     0.12690    -0.25333    -0.36358    -0.18332
FACTOR   3       -0.37916     0.57612     0.59443     0.01625     0.38991    -0.09662    -0.09670
FACTOR   4        0.16438     0.26176     0.15025    -0.77816    -0.29827     0.42539     0.08012
FACTOR   5       -0.29180     0.28271     0.08308     0.42633    -0.75728     0.11213     0.24539
FACTOR   6        0.05958    -0.31940     0.36585     0.02963     0.20011     0.07974     0.84457
FACTOR   7       -0.00290    -0.34584     0.34460     0.28839     0.05961     0.73186    -0.37321
```

Preferred Learning Strategies and Achievement Orientations of ABE Students

This subsection of the survey measured student opinion of how teachers should use class time. The second part measured student perceptions of the ABE/ESL program in more general terms and the achievement orientations of ABE students.

In reference to how teachers should use class time, highest scoring line items were rated as follows by the students:

Item	Mean Score
1. Let me choose what I want to learn	3.11
2. Help me plan my education	3.01
3. Ask me questions	2.77
4. Learn how different I am from younger learners and other adults	2.76

Table 43 shows the mean score for each of the 14 line items with a graphical example provided.

On the second part of this subsection response to the following highest scoring line items were as follows:

Item	Mean Score
1. Adult education teachers expect me to do well in class.	3.31
2. Adult education teachers like adult learners.	3.27
3. It is important that I keep learning all my life.	3.26

Specific mean scores for each line item, together with a graphical representation is presented in Table 44.

t - tests. All line items included in this subsection were tested against strata groups of urban-rural status, day or evening class session, ABE-ESL program and sex of respondents. No significant differences were found at alpha level .01.

Analysis of variance. Using race as the independent variable yielded significant differences via an analysis of variance. The specific line items involving these differences are individually discussed below.

ITEM 10: "ABE teachers expect you to do well."

Among the five racial groups, a significant difference was found between blacks and Latinos, with respect to this question. Blacks tended to answer the question with less agreement. The other racial groups were not significantly different from any other racial group. It is concluded from this finding that black students tend to have a lower expectation of how their teachers perceive them than do the Latinos. (see Table 45).

ITEM 11: "Tell you how to get help if you need money."

In regard to this question, significant differences were found between blacks, Latinos and Asian races. It also was discovered that blacks tended to answer this question significantly higher than those of the other two racial groups. From the data it was concluded that blacks tended to significantly more often want their teachers to perform this counseling task than Latino or Asian students did. (see Table 46).

ITEM 12: "Tell you about job training."

It was found that a significant difference existed between black, Latino and Asian races in response to this question. Blacks tended to agree significantly more strongly than the other two races. From the data it was concluded that black students significantly more often wanted this type of job counseling from their teachers, as compared to their Asian or Latino counterparts. (see Table 47).

ITEM 9: "Teachers should let you choose what you want to learn."

In this instance it was found that whites agreed more strongly with the item than did blacks. It was concluded that whites, more so than blacks, desired more independence in their learning styles. Other races had scores scattered between the scores of whites and blacks and were not significantly different from each other. (see Table 48).

ITEM 5: "Use machines in teaching."

In respect to this question, it was evident that blacks agreed significantly more strongly than did any other race to the classroom usage of such teaching devices. Latino and Asian groups were least interested in the use of machines in teaching. (see Table 49).

Table 43: Students' Preferred Learning Strategies

Listed below are some classroom activities that teachers could or could not include in adult education programs. Remembering that all things cannot fit during classtime, please tell us how much of each activity should go on in class. Circle the number that best shows how you feel about each idea.

How often should your teacher use classtime to:		Never	Sometimes	Often	Almost Always	
1. Answer your questions	2.35	1	2	3	4	(1)
2. Ask you questions	2.77	1	2	3	4	
3. Correct your papers and keep the room neat	2.35	1	2	3	4	
4. Use radio, T.V. and movies in class	1.65	1	2	3	4	
5. Use machines in teaching (examples: computers, video readers)	1.94	1	2	3	4	
6. Work with small groups of adult learners	2.07	1	2	3	4	
7. Help you practice skills	2.52	1	2	3	4	
8. Praise you for what you do in class	2.73	1	2	3	4	
9. Let you choose what you want to learn	3.11	1	2	3	4	
0. Learn how different you are from younger learners and other adults	2.76	1	2	3	4	
1. Help you plan your education	3.01	1	2	3	4	
2. Tell you about job training you can get	2.39	1	2	3	4	
3. Help you with family problems	2.08	1	2	3	4	
4. Tell you how to get help if you need money	2.57	1	2	3	4	(14)

Table 44: Achievement Orientations and Student Perceptions of the ABE/ESL Program

Listed below are some ideas that people sometimes think about. Please look at each idea carefully and tell us how often you think about each one. Circle the number that best shows how you feel about each idea.

How often do you think that:		Never	Sometimes	Often	Almost Always	
1. You know what you want out of this adult education program	3.15	1	2	3	4	(1
2. Adult education will help you "make it in life" . . .	2.95	1	2	3	4	
3. You will use what you learn in adult education in your everyday life	2.91	1	2	3	4	
4. This adult education class is hard work	2.32	1	2	3	4	
5. You are getting what you want out of this adult education program	2.95	1	2	3	4	
6. It is important that you keep learning all of your life.	3.26	1	2	3	4	
7. You will do well in this adult education program . . .	2.53	1	2	3	4	
8. Adult education teachers are happy in their work . .	2.86	1	2	3	4	
9. Adult education teachers like adult learners	3.27	1	2	3	4	
0. Adult education teachers expect you to do well in class	3.31	1	2	3	4	(2

M Y

(50) (69)

Table 45: Analysis By Race on Achievement Orientation Item 10

```
MISC Y AND DEMOGRAPHICS                                                                    04-28-78

FILE  MISCYDEM (CREATION DATE = 04-28-78)    (MISC Y AND DEMOGRAPHICS)
- - - - - - - - - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - - - - - - - - - -

     VARIABLE  V95         ABE TEACHERS EXPECT YOU TO DO WELL
                                              ANALYSIS OF VARIANCE

              SOURCE               D.F.    SUM OF SQUARES     MEAN SQUARES        F RATIO   F PROB.

           BETWEEN GROUPS            4        14.0085            3.5021           4.777    0.0008

           WITHIN GROUPS           907       664.9928            0.7332

           TOTAL                   911       679.0012


                                          STANDARD      STANDARD
GROUP       COUNT        MEAN            DEVIATION      ERROR          MINIMUM        MAXIMUM        95 PCT CONF INT FOR MEAN

GRP01         311       3.1608            0.9157        0.0519         1.0000         4.0000         3.0586  TO       3.2629
GRP02         407       3.2580            0.8537        0.0423         1.0000         4.0000         3.1748  TO       3.3412
GRP03          63       3.6032            0.6101        0.0769         2.0000         4.0000         3.4495  TO       3.7568
GRP04         126       3.4286            0.8142        0.0725         1.0000         4.0000         3.2850  TO       3.5721
GRP05           5       3.4000            0.8944        0.4000         2.0000         4.0000         2.2894  TO       4.5106

TOTAL         912       3.2730            0.8633        0.0286         1.0000         4.0000         3.2169  TO       3.3291

          FIXED EFFECTS MODEL             0.8563        0.0284                                       3.2174  TO       3.3287

         RANDOM EFFECTS MODEL             0.2013        0.0900                                       3.0230  TO       3.5230

TESTS FOR HOMOGENEITY OF VARIANCES

     COCHRANS C = MAX. VARIANCE/SUM(VARIANCES) = 0.2465, P = 0.036 (APPROX.)
     BARTLETT-BOX F =                              3.085, P = 0.005
     MAXIMUM VARIANCE / MINIMUM VARIANCE =         2.253
```

Table 45 (continued)

```
MISC Y AND DEMOGRAPHICS                                                                 04-28-78

FILE    MISCYDEM (CREATION DATE = 04-28-78)    (MISC Y AND DEMOGRAPHICS)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - - - - - - - - - - - - -

      VARIABLE  V95          ABE TEACHERS EXPECT YOU TO DO WELL


MULTIPLE RANGE TEST


SCHEFFE PROCEDURE
RANGES FOR THE 0.010 LEVEL -

           5.17  5.17  5.17  5.17

THE RANGES ABOVE ARE TABLE RANGES.  THE VALUE ACTUALLY COMPARED WITH MEAN(J)-MEAN(I) IS..
        0.6C55 * RANGE * SQRT(1/N(I) + 1/N(J))

  HOMOGENEOUS SUBSETS   (SUBSETS OF GROUPS, WHOSE HIGHEST AND LOWEST MEANS DO NOT DIFFER BY MORE THAN THE SHORTEST
                         SIGNIFICANT RANGE FOR A SUBSET OF THAT SIZE)


SUBSET  1

GROUP        GRP01         GRP02         GRP05         GRP04
MEAN         3.1608        3.2580        3.4000        3.4286
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

SUBSET  2

GROUP        GRP02         GRP05         GRP04         GRP03
MEAN         3.2580        3.4000        3.4286        3.6032
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
```

Table 46: Analysis By Race on Learning Strategies Item 14

```
MISC Y AND DEMOGRAPHICS                                                              04-28-78

FILE    MISCYDEM (CREATION DATE = 04-28-78)    (MISC Y AND DEMOGRAPHICS)

- - - - - - - - - - - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - - - - - - - - - - -

     VARIABLE  V85          TELL HOW TO GET HELP IF NEED MONEY
                                                   ANALYSIS OF VARIANCE

                   SOURCE                D.F.     SUM OF SQUARES     MEAN SQUARES          F RATIO    F PROB.

              BETWEEN GROUPS               4           40.1280            10.0320            8.478     0.0000

              WITHIN GROUPS              905         1070.8277             1.1832

              TOTAL                      909         1110.9556



                                         STANDARD       STANDARD
GROUP         COUNT           MEAN       DEVIATION        ERROR         MINIMUM         MAXIMUM         95 PCT CONF INT FOR MEAN

GRP01          300          2.5100        1.0834         0.0626         1.0000          4.0000          2.3869   TO        2.6331
GRP02          411          2.2968        1.0996         0.0542         1.0000          4.0000          2.1902   TO        2.4035
GRP03           68          1.9559        1.0850         0.1316         1.0000          4.0000          1.6933   TO        2.2185
GRP04          126          1.9127        1.0432         0.0929         1.0000          4.0000          1.7288   TO        2.0966
GRP05            5          2.4000        1.5166         0.6782         1.0000          4.0000          0.5170   TO        4.2830

TOTAL          910          2.2890        1.1055         0.0366         1.0000          4.0000          2.2171   TO        2.3609

         FIXED EFFECTS MODEL              1.0878         0.0361                                         2.2182   TO        2.3598

        RANDOM EFFECTS MODEL              0.2801         0.1253                                         1.9412   TO        2.6368

TESTS FOR HOMOGENEITY OF VARIANCES

      COCHRANS C = MAX. VARIANCE/SUM(VARIANCES) = 0.3310, P = 0.000 (APPROX.)
      BARTLETT-BOX F =                             0.405, P = 0.807
      MAXIMUM VARIANCE / MINIMUM VARIANCE =        2.113
```

Table 46 (continued)

```
MISC Y AND CEMOGRAPHICS                                                              04-28-78

FILE    MISCYDEM (CREATION DATE = 04-28-78)    (MISC Y AND CEMOGRAPHICS)
- - - - - - - - - - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - - - - - - - - - - -

      VARIABLE  V85        TELL HOW TO GET HELP IF NEED MONEY

MULTIPLE RANGE TEST

SCHEFFE PROCEDURE
RANGES FOR THE 0.010 LEVEL -

           5.17  5.17  5.17  5.17

THE RANGES ABOVE ARE TABLE RANGES.  THE VALUE ACTUALLY COMPARED WITH MEAN(J)-MEAN(I) IS..
        0.7692 * RANGE * SQRT(1/N(I) + 1/N(J))

  HOMOGENEOUS SUBSETS   (SUBSETS OF GROUPS, WHOSE HIGHEST AND LOWEST MEANS DO NOT DIFFER BY MORE THAN THE SHORTEST
                         SIGNIFICANT RANGE FOR A SUBSET OF THAT SIZE)

SUBSET  1

GROUP       GRP04        GRP03        GRP02        GRP05
MEAN        1.9127       1.9559       2.2968       2.4000
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

SUBSET  2

GROUP       GRP02        GRP05        GRP01
MEAN        2.2968       2.4000       2.5100
- - - - - - - - - - - - - - - - - - - - - - - -
```

Table 47: Analysis By Race on Learning Strategies Item 12

```
MISC Y AND DEMOGRAPHICS                                                                04-28-78

FILE    MISCYDEM (CREATION DATE = 04-28-78)    (MISC Y AND DEMOGRAPHICS)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - - - - - - - - - - - - -

      VARIABLE  V83         TELL YOU ABOUT JOB TRAINING
                                           ANALYSIS OF VARIANCE

                 SOURCE              D.F.    SUM OF SQUARES    MEAN SQUARES        F RATIO    F PROB.

         BETWEEN GROUPS                4           57.5370          14.3843         14.321    0.0000

         WITHIN GROUPS               903          906.9755           1.0044

         TOTAL                       907          964.5125



                                                STANDARD      STANDARD
GROUP          COUNT         MEAN      DEVIATION        ERROR        MINIMUM        MAXIMUM        95 PCT CONF INT FOR MEAN

GRP01            297       3.0505         0.9376       0.0544         1.0000         4.0000        2.9434   TO         3.1576
GRP02            414       2.8841         1.0041       0.0493         1.0000         4.0000        2.7870   TO         2.9811
GRP03             67       2.4030         1.1685       0.1428         1.0000         4.0000        2.1180   TO         2.6880
GRP04            125       2.3440         1.0557       0.0944         1.0000         4.0000        2.1571   TO         2.5309
GRP05              5       3.0000         0.7071       0.3162         2.0000         4.0000        2.1220   TO         3.8780

TOTAL            908       2.8293         1.0312       0.0342         1.0000         4.0000        2.7621   TO         2.8965

         FIXED EFFECTS MODEL              1.0022       0.0333                                      2.7640   TO         2.8946

        RANDOM EFFECTS MODEL              0.3530       0.1578                                      2.3910   TO         3.2675

TESTS FOR HOMOGENEITY OF VARIANCES

      COCHRANS C = MAX. VARIANCE/SUM(VARIANCES) =  0.2805, P = 0.000 (APPROX.)
      BARTLETT-BOX F =                             1.820, P = 0.122
      MAXIMUM VARIANCE / MINIMUM VARIANCE =        2.731
```

Table 47 (continued)

```
MISC Y AND DEMOGRAPHICS                                                      04-28-78

FILE    MISCYDEM (CREATION DATE = 04-28-78)    (MISC Y AND DEMOGRAPHICS)
- - - - - - - - - - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - - - - - - - - - - -

        VARIABLE  V83         TELL YOU ABOUT JOB TRAINING

MULTIPLE RANGE TEST

SCHEFFE PROCEDURE
RANGES FOR THE 0.010 LEVEL -

            5.17  5.17  5.17  5.17

THE RANGES ABOVE ARE TABLE RANGES.  THE VALUE ACTUALLY COMPARED WITH MEAN(J)-MEAN(I) IS..
        0.7071 * RANGE * SQRT(1/N(I) + 1/N(J))

  HOMOGENEOUS SUBSETS   (SUBSETS OF GROUPS, WHOSE HIGHEST AND LOWEST MEANS DO NOT DIFFER BY MORE THAN THE SHORTEST
                         SIGNIFICANT RANGE FOR A SUBSET OF THAT SIZE)

SUBSET  1

GROUP       GRP04       GRP03       GRP02       GRP05
MEAN        2.3440      2.4030      2.8841      3.0000
- - - - - - - - - - - - - - - - - - - - - - - - - - - -

SUBSET  2

GROUP       GRP02       GRP05       GRP01
MEAN        2.8841      3.0000      3.0505
- - - - - - - - - - - - - - - - - - - - - - -
```

Table 48: Analysis By Race on Learning Strategies Item 9

```
MISC Y AND DEMOGRAPHICS                                                           04-28-78

FILE   MISCYDEM (CREATION DATE = 04-28-78)   (MISC Y AND DEMOGRAPHICS)

- - - - - - - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - - - - - - - -

     VARIABLE  Y80         LET YOU CHOOSE WHAT YOU WANT

                                               ANALYSIS OF VARIANCE

             SOURCE                  D.F.    SUM OF SQUARES     MEAN SQUARES        F RATIO   F PROB.

          BETWEEN GROUPS               4         62.1458           15.5365          16.519    0.0000

          WITHIN GROUPS              913        858.7046            0.9405

          TOTAL                      917        920.8503


                                                STANDARD      STANDARD
GROUP         COUNT           MEAN         DEVIATION       ERROR          MINIMUM        MAXIMUM         95 PCT CONF INT FOR MEAN

GRP01           302         2.4007           1.0025        0.0577          1.0000          4.0000         2.2871  TO          2.5142
GRP02           413         2.9952           0.9111        0.0448          1.0000          4.0000         2.9070  TO          3.0833
GRP03            69         2.8261           1.0841        0.1305          1.0000          4.0000         2.5657  TO          3.0865
GRP04           129         2.7287           1.0136        0.0892          1.0000          4.0000         2.5521  TO          2.9053
GRP05             5         2.8000           0.8367        0.3742          2.0000          4.0000         1.7612  TO          3.8388

TOTAL           918         2.7484           1.0021        0.0331          1.0000          4.0000         2.6835  TO          2.8133

          FIXED EFFECTS MODEL           0.9698        0.0320                                          2.6855  TO          2.8112

         RANDOM EFFECTS MODEL           0.2185        0.0977                                          2.4771  TO          3.0196

TESTS FOR HOMOGENEITY OF VARIANCES

     COCHRANS C = MAX. VARIANCE/SUM(VARIANCES) = 0.2481, P = 0.028 (APPROX.)
     BARTLETT-BOX F =                              1.529, P = 0.191
     MAXIMUM VARIANCE / MINIMUM VARIANCE =         1.679
```

Table 48 (continued)

```
MISC Y AND DEMOGRAPHICS                                                                  04-28-78

FILE    MISCYDEM (CREATION DATE = 04-28-78)   (MISC Y AND DEMOGRAPHICS)

- - - - - - - - - - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - - - - - - - - - - -


      VARIABLE  V80         LET YOU CHOOSE WHAT YOU WANT


MULTIPLE RANGE TEST


SCHEFFE PROCEDURE
RANGES FOR THE 0.010 LEVEL -

           5.17  5.17  5.17  5.17

THE RANGES ABOVE ARE TABLE RANGES.  THE VALUE ACTUALLY COMPARED WITH MEAN(J)-MEAN(I) IS..
        0.6858 * RANGE * SQRT(1/N(I) + 1/N(J))


  HOMOGENEOUS SUBSETS   (SUBSETS OF GROUPS, WHOSE HIGHEST AND LOWEST MEANS DO NOT DIFFER BY MORE THAN THE SHORTEST
                         SIGNIFICANT RANGE FOR A SUBSET OF THAT SIZE)
        -

SUBSET  1

GROUP        GRP01         GRP04         GRP05         GRP03
MEAN         2.4007        2.7287        2.8000        2.8261
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

SUBSET  2

GROUP        GRP04         GRP05         GRP03         GRP02
MEAN         2.7287        2.8000        2.8261        2.9952
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
```

Table 49: Analysis By Race on Learning Strategies Item 5

```
MISC Y AND DEMOGRAPHICS                                                  04-28-78

FILE   MISCYDEM (CREATION DATE = 04-28-78)   (MISC Y AND DEMOGRAPHICS)

- - - - - - - - - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - - - - - - - - - - -

      VARIABLE  V76         USE MACHINES IN TEACHING

                                               ANALYSIS OF VARIANCE

                 SOURCE                D.F.    SUM OF SQUARES    MEAN SQUARES        F RATIO    F PROB.

          BETWEEN GROUPS                 4          51.8259          12.9565          12.976     0.0000

          WITHIN GROUPS                906         904.6688           0.9985

          TOTAL                        910         956.4946



                                             STANDARD      STANDARD
GROUP        COUNT          MEAN         DEVIATION        ERROR        MINIMUM        MAXIMUM      95 PCT CONF INT FOR MEAN

GRP01          296        2.5608          0.9296        0.0540        1.0000         4.0000        2.4545   TO         2.6671
GRP02          418        2.3589          1.0344        0.0506        1.0000         4.0000        2.2594   TO         2.4583
GRP03           67        1.9552          1.1069        0.1352        1.0000         4.0000        1.6852   TO         2.2252
GRP04          125        1.8720          0.9670        0.0865        1.0000         4.0000        1.7008   TO         2.0432
GRP05            5        2.2000          1.3038        0.5831        1.0000         4.0000        0.5811   TO         3.8189

TOTAL          911        2.3271          1.0252        0.0340        1.0000         4.0000        2.2604   TO         2.3938

                  FIXED EFFECTS MODEL     0.9993        0.0331                                     2.2621   TO         2.3921

                 RANDOM EFFECTS MODEL     0.3230        0.1444                                     1.9261   TO         2.7281

TESTS FOR HOMOGENEITY OF VARIANCES

     COCHRANS C = MAX. VARIANCE/SUM(VARIANCES) = 0.2934, P = 0.000 (APPROX.)
     BARTLETT-BOX F =                             1.560, P = 0.182
     MAXIMUM VARIANCE / MINIMUM VARIANCE =        1.967
```

Table 49 (continued)

```
MISC Y AND DEMOGRAPHICS                                                                       04-28-78

FILE    MISCYDEM (CREATION DATE = 04-28-78)    (MISC Y AND DEMOGRAPHICS)

- - - - - - - - - - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - - - - - - - - - - -

      VARIABLE  V76          USE MACHINES IN TEACHING

MULTIPLE RANGE TEST

SCHEFFE PROCEDURE
RANGES FOR THE 0.010 LEVEL -

           5.17  5.17  5.17  5.17

THE RANGES ABOVE ARE TABLE RANGES.  THE VALUE ACTUALLY COMPARED WITH MEAN(J)-MEAN(I) IS..
        0.7066 * RANGE * SQRT(1/N(I) + 1/N(J))

  HOMOGENEOUS SUBSETS   (SUBSETS OF GROUPS, WHOSE HIGHEST AND LOWEST MEANS DO NOT DIFFER BY MORE THAN THE SHORTEST
                         SIGNIFICANT RANGE FOR A SUBSET OF THAT SIZE)

SUBSET  1

GROUP        GRP04          GRP03          GRP05
MEAN         1.8720         1.9552         2.2000
- - - - - - - - - - - - - - - - - - - - - - - - -

SUBSET  2

GROUP        GRP03          GRP05          GRP02
MEAN         1.9552         2.2000         2.3589
- - - - - - - - - - - - - - - - - - - - - - - - -

SUBSET  3

GROUP        GRP05          GRP02          GRP01
MEAN         2.2000         2.3589         2.5608
- - - - - - - - - - - - - - - - - - - - - - - - -
```

Factor analysis on preferred learning strategies. From a factor analysis performed on the 14 line items in the preferred learning strategies subsection, a total of three factors were extracted as constructs. The constructs were named as follows:

Factor	Constructs
1	Teachers should answer questions and help students practice skills.
2	Use of machines and audiovisual devices
3	Counseling needs

Specific information regarding the factor structure including graphical representatives of factor axes may be found in Appendix G. The factor matrix appears in Table 50.

Table 50: Factor Analysis on Students' Preferred Learning Strategies

```
MISX Y STUDENTS TOTAL                                                                    04-20-78


  1.VARIABLE LIST

VARIABLES..        LABELS..

V72                ANSWER YOUR QUESTIONS
V73                ASK YOU QUESTIONS
V74                CORRECT YOUR PAPERS AND KEEP
V75                USE RADIO, TV AND MOVIES IN CLASS
V76                USE MACHINES IN TEACHING
V77                WORK WITH SMALL GROUPS OF ADULT
V78                HELP YOU PRACTICE SKILLS
V79                PRAISE YOU FOR WHAT YOU DO IN CLASS
V80                LET YOU CHOOSE WHAT YOU WANT
V81                LEARN HOW DIFFERENT YOU ARE FROM
V82                HELP YOU PLAN YOUR EDUCATION
V83                TELL YOU ABOUT JOB TRAINING
V84                HELP YOU WITH FAMILY PROBLEMS
V85                TELL HOW TO GET HELP IF NEED MONEY


                     READ INPUT DATA

AFTER READING    1111 CASES FROM SUBFILE MISCY    , END OF FILE WAS ENCOUNTERED ON LOGICAL UNIT # 8


DETERMINANT OF CORRELATION MATRIX =  0.0028886( 0.28886076E-02)
```

Table 50 (continued)

```
MISX Y STUDENTS TOTAL                                                                        04-20-78

FILE    MISCY    (CREATION DATE = 04-20-78)    (MISC Y FROM S1 AND S4)



VARIABLE    EST COMMUNALITY                  FACTOR        EIGENVALUE    PCT OF VAR    CUM PCT

V72              0.76209                        1            4.56051        32.6         32.6
V73              0.42981                        2            2.32963        16.6         49.2
V74              0.55461                        3            1.46298        10.4         59.7
V75              0.49062                        4            0.95175         6.8         66.5
V76              0.48110                        5            0.82804         5.9         72.4
V77              0.67211                        6            0.69867         5.0         77.4
V78              0.68064                        7            0.62949         4.5         81.9
V79              0.36713                        8            0.56003         4.0         85.9
V80              0.23400                        9            0.46007         3.3         89.2
V81              0.25557                       10            0.40826         2.9         92.1
V82              0.24044                       11            0.37487         2.7         94.7
V83              0.37398                       12            0.31414         2.2         97.0
V84              0.29822                       13            0.24422         1.7         98.7
V85              0.43360                       14            0.17723         1.3        100.0

 CONVERGENCE REQUIRED  13 ITERATIONS
```

Table 50 (continued)

```
MISX Y STUDENTS TOTAL                                                                    04-20-78

FILE    MISCY     (CREATION DATE = 04-20-78)    (MISC Y FROM S1 AND S4)


VARIABLE        COMMUNALITY                      FACTOR        EIGENVALUE   PCT OF VAR   CUM PCT

V72               0.84309                           1           4.20172        61.1         61.1
V73               0.34368                           2           1.70365        24.8         85.9
V74               0.59160                           3           0.97299        14.1        100.0
V75               0.56099
V76               0.66668
V77               0.72661
V78               0.74254
V79               0.38597
V80               0.23842
V81               0.32214
V82               0.28085
V83               0.41247
V84               0.28996
V85               0.47330
```

Table 50 (continued)

```
MISX Y STUDENTS TOTAL                                                              04-20-78

FILE    MISCY     (CREATION DATE = 04-20-78)    (MISC Y FROM S1 AND S4)

     VARIMAX ROTATED FACTOR MATRIX



               FACTOR  1   FACTOR  2   FACTOR  3

V72             0.83896     0.27067    -0.25684
V73             0.58535     0.03045    -0.01089
V74             0.69592     0.28298    -0.16500
V75             0.17440     0.72576    -0.06206
V76             0.14064     0.80427     0.00674
V77             0.67841     0.46236    -0.22933
V78             0.77172     0.30938    -0.22643
V79             0.57919    -0.02424     0.22342
V80            -0.01303    -0.06951     0.48313
V81            -0.09142    -0.10560     0.55012
V82             0.10865     0.03347     0.51762
V83             0.27444     0.43998     0.37891
V84            -0.14617     0.03345     0.51718
V85            -0.31464     0.10448     0.60282


TRANSFORMATION MATRIX

               FACTOR  1   FACTOR  2   FACTOR  3

FACTOR  1       0.82776     0.48553    -0.28120
FACTOR  2       0.06403     0.41615     0.90704
FACTOR  3       0.55741    -0.76882     0.31339
```

Factor analysis on achievement orientations. From a factor analysis on the 10 line items in the achievement orientation subsection three factor constructs were extracted. These constructs were named as follows:

Factor	Constructs
1	Utility of ABE program to students
2	Happiness of teachers
3	Teachers like learners

Specific information regarding the factor structure, including graphical representatives of factor axes, may be found in Appendix H. The factor matrix appears in Table 51.

Table 51: Factor Analysis on Students Responses to Achievement Orientations

```
MISX Y STUDENTS TOTAL                                                                    04-20-78


  1.VARIABLE LIST

VARIABLES..         LABELS..

V86                 YOU KNOW WHAT YOU WANT OUT OF THIS
V87                 ADULT EDUCATION WILL HELP YOU
V88                 USE WHAT YOU LEARN IN ABE IN LIFE
V89                 THIS ADULT EDUCATION CLASS IS HARD
V90                 YOU ARE GETTING WHAT YOU WANT OUT
V91                 IMPORTANT TO LEARN ALL OF LIFE
V92                 YOU WILL DO WELL IN ABE
V93                 ADULT EDUCATION TEACHERS ARE HAPPY
V94                 ABE TEAHERS LIKE ABE LEARNERS
V95                 ABE TEACHERS EXPECT YOU TO DO WELL


                      READ INPUT DATA

AFTER READING   1111 CASES FROM SUBFILE MISCY   ,  END OF FILE WAS ENCOUNTERED ON LOGICAL UNIT # 8


DETERMINANT OF CORRELATION MATRIX =  0.1351493( 0.13514930E+00)
```

Table 51 (continued)

```
MISX Y STUDENTS TOTAL                                                                   04-20-78

FILE    MISCY     (CREATION DATE = 04-20-78)   (MISC Y FROM S1 AND S4)


VARIABLE   EST COMMUNALITY                          FACTOR        EIGENVALUE   PCT OF VAR   CUM PCT

V86               0.17947                              1           3.31541        33.2        33.2
V87               0.33263                              2           1.17973        11.8        45.0
V88               0.32268                              3           1.15407        11.5        56.5
V89               0.14944                              4           0.82840         8.3        64.8
V90               0.27204                              5           0.73336         7.3        72.1
V91               0.27493                              6           0.67588         6.8        78.9
V92               0.35117                              7           0.62964         6.3        85.2
V93               0.41515                              8           0.60681         6.1        91.2
V94               0.21994                              9           0.47424         4.7        96.0
V95               0.19396                             10           0.40242         4.0       100.0

MORE THAN 25 ITERATIONS REQUIRED.
```

Table 51 (continued)

```
MISX Y STUDENTS TOTAL                                                                          04-20-78

FILE    MISCY     (CREATION DATE = 04-20-78)    (MISC Y FROM S1 AND S4)


VARIABLE       COMMUNALITY                    FACTOR        EIGENVALUE    PCT OF VAR    CUM PCT

V86              0.25612                        1             2.73762        69.3          69.3
V87              0.42940                        2             0.61420        15.6          84.9
V88              0.41692                        3             0.59633        15.1         100.0
V89              0.19643
V90              0.36825
V91              0.32623
V92              0.48419
V93              0.65619
V94              0.53939
V95              0.27502
```

Table 51 (continued)

```
MISX Y STUDENTS TOTAL                                                                   04-20-78

FILE    MISCY    (CREATION DATE = 04-20-78)   (MISC Y FROM S1 AND S4)

    VARIMAX ROTATED FACTOR MATRIX



               FACTOR   1   FACTOR   2   FACTOR   3

V86             0.47491      0.03503      0.17134
V87             0.59707      0.25283      0.09476
V88             0.51701      0.38681     -0.00048
V89             0.42289      0.11148      0.07186
V90             0.53162      0.17857      0.23184
V91             0.31663      0.46485      0.09950
V92             0.18177      0.66838      0.06645
V93             0.11369      0.74470      0.29781
V94             0.08481      0.13599      0.71673
V95             0.24215      0.11419      0.45094



TRANSFORMATION MATRIX


               FACTOR   1   FACTOR   2   FACTOR   3

FACTOR   1      0.65421      0.65000      0.38666
FACTOR   2      0.74951     -0.62558     -0.21651
FACTOR   3     -0.10116     -0.43145      0.89645
```

Motives for ABE Participation and Non-Participation

These two subsets of questions measured student perceptions of why other adults may not come to adult education classes, why they themselves started coming to classes and why they keep participating in the program.

Students indicated the following major reasons for others not coming to adult education classes:

	Item	Percent Agree
1.	Don't have time	50%
2.	Are embarrassed to admit they do not read or write.	49%
3.	Are afraid they cannot do the class work.	46%

Apparently logistical questions such as where or when classes were held were of minor concern. Specific frequency percentages for each line item are found in Table 52.

Concerning why students started coming to adult education classes, the following major reasons were indicated:

	Item	Percent Agree
1.	Improve my basic skills (reading, writing, arithmetic).	74%
2.	Feel better about myself.	57%
3.	Complete a high school diploma or complete the G.E.D. test.	55%

Of relatively less importance was "meeting people" as only 40 percent viewed this as a reason for their starting the program. With respect as to why student keep coming to adult education classes, the following major responses were indicated:

	Item	Percent Agree
1.	I am learning something useful.	80%
2.	I think I am accomplishing something.	75%
3.	I think the teachers are good.	67%

"Getting money for coming" was of very little importance. Less than 9 percent of the students indicated this as a reason for their continued participation. See Table 53 for specific frequency percentages for each line item.

Table: 52: Motives for ABE Non-Participation

Listed below are some reasons that keep people from taking adult education classes. Please think of people you know who need more education and tell us why they don't come to classes. (Circle ONLY those that apply to people you know.)

eople I know don't come to adult education classes because they:

29.1% 1. Don't know about adult education classes.

45.7% 2. Are afraid they can't do the class work.

36.4% 3. Don't think it will do them any good.

10.9% 4. Don't like where the classes are held.

11.6% 5. Don't like when the classes are held.

25.1% 6. Can't afford the costs (examples: books, transportation).

49.9% 7. Don't have time.

33.7% 8. Can't get a babysitter.

26.5% 9. Are afraid of new experiences.

32.4% 10. Dislike school.

13.1% 11. Don't live in one place long enough.

12.4% 12. Are afraid of being robbed or beaten up.

48.9% 13. Are embarrassed to admit that they can't read or write.

13.9% 14. Other, write in: ______________________________

____

Table 53: Motives for ABE Participation

Listed below are some reasons why adults start coming to adult education classes. Look over the list and tell us why you started coming to adult education classes. (Circle ONLY those that apply to you)

I started coming to adult education classes to:

50.5% 1. Improve my job situation.
54.7% 2. Complete a high school diploma or pass the G.E.D. test.
73.7% 3. Improve my basic skills (reading, writing, arithmetic).
57.3% 4. Feel better about myself.
36.5% 5. Get ready to go to college, trade or vocational school.
47.3% 6. Learn English.
39.6% 7. Meet people.
52.0% 8. Become better informed.
45.0% 9. Be better able to take care of my family.
9.9% 10. Other (write in) ______________________

Listed below are some reasons why adults keep coming to adult education classes. Look over the list and tell us why you keep coming to adult education classes. (Circle ONLY those that apply to you)

I keep coming to adult education classes because: (69)

55.4% 1. I like the school work. (25)
50.1% 2. I like the classrooms and learning materials.
79.5% 3. I'm learning something useful.
66.6% 4. I think the teachers are good. X
8.9% 5. I get money for coming. M
46.9% 6. I like the way the school is run.
41.5% 7. I like the other adult learners.
22.7% 8. I don't have too many personal problems.
74.4% 9. I think I am accomplishing something.
39.5% 10. I get praised by my friends and family for coming.
9.6% 11. Other (write in) ______________________ (35) (50)

Statistical Analysis of Motives for ABE Participation and Non-Participation

t-test and analysis of variance. Each individual line item of these two subsets was statistically tested across strata groups of previous dropout status, race and sex. An alpha level of .01 was used for all tests.

The results of these statistical tests are summarized in Table 54. Tables 55 - 75 show the cross-tabulation for each individual item described below. Items are identified by these abbreviations:

NP = non-participation

SP = start participating

KP = keep participating

NP ITEM 2: "People I know don't come to adult education classes because they are afraid they cannot do the class work."

This question yielded significant findings when cross-tabulated with respondent's race. Blacks answered true to the question significantly more often than the other races. The element of fear is obviously more prevalent among the black race with regard of academic competency (see Table 55).

NP ITEM 3: "People I know don't come to adult education class because they don't think it will do them any good."

This question yielded significant differences when cross-tabulated with previous dropout status of the student. Those who had previously dropped out of ABE programs tended to agree with the question significantly more often than those who had never dropped out (see Table 56).

NP ITEM 4: "People I know don't come to adult education class because they don't like where the classes are held."

Significantly more blacks than other racial groups tended to agree with this item as a possible reason for others not attending ABE programs. Differences among other racial groups are not statistically significant. Results from this data indicated that an environmental factor (physical location) adversely affected blacks more than the other races (see Table 57).

NP ITEM 6: "People I know don't come to adult education class because they can't afford the cost."

Across the group strata of race significant differences were found as blacks and Latinos agreed with this reason for non-participation significantly more often than the other races (see Table 58).

NP ITEM 13: "People I know don't come to adult education classes because they are embarrassed to admit they can't read or write."

A significant difference was found on this question for the stratas of previous dropout status and race. Students who had dropped out previously tended to agree with the item more significantly than those who had not dropped out earlier (see Table 59).

In addition, individuals of the black race tended to agree with the item significantly more often than those of other races (see Table 60). This is in part explained by the fact that more blacks than whites in the sample constitute the previous dropout strata. The findings could be confounded due to this occurrence. Hence, caution is advised in interpreting these two specific findings.

SP ITEM 1: "I started coming to adult education classes to improve my job situation".

Answers to this question were significantly different depending upon the respondent's sex. It was found that males tended to agree with the item significantly more often than females. This underscores the employment purposes provided for by the ABE program. As expected, males were significantly more interested in employment-related issues than were females (see Table 61).

SP ITEM 2: "I started coming to adult education classes to complete a high school diploma or pass the G.E.D."

Responses to this question were significantly different based upon previous dropout status and race of the respondent. It was discovered that those who had previously dropped out of an ABE program tended to agree to the question significantly more often than those who had never dropped out by an overwhelming proportion. In other words, the completion of a high school diploma or G.E.D. certificate is apparently of utmost importance particularly to those who had dropped out earlier and have now returned (see Table 62). Considering race, similar findings to those discussed under NP Item 13 indicated that blacks tended to agree to the question significantly more often than other races. Again, the same limitations stated previously must be regarded (see Table 63).

SP ITEM 3: "I started coming to an adult education class to improve my basic skills."

Responses to this question were significantly different depending upon respondent's sex. It was found that males tended to agree with the item more than did females. Thus the acquisition of basic skills is apparently more of a factor for males than females in their starting the program (see Table 64).

SP ITEM 5: "I started coming to adult education classes to prepare for college, trade or vocational school."

In this instance significant differences were found across all three stratifiers of previous dropout status, race and sex. It was found that those who had previously dropped out were significantly more likely to agree with the question (see Table 65) as were those of the black race (see Table 66), and males (see Table 67). Combined stratification of a black male who had previously dropped out of the program yielded the highest agreement with the item.

SP ITEM 6: "I started coming to adult education classes to learn English."

Those of Latino or Asian races tended to agree with the item significantly more often than those of other races. Since these individuals generally comprised the ESL programs this result was as expected (see Table 68).

SP ITEM 7: "I started coming to adult education classes to meet people."

This social reason for starting to attend classes was indicated more frequently by females than by males (see Table 69).

SP ITEM 8: "I started coming to adult education classes to become better informed."

Responses to this item were significantly different depending upon race. It was discovered that blacks tended to agree with the item significantly more often than whites and that persons of the Asian race tended to agree with the item the least (see Table 70).

KP ITEM 3: "I keep coming to adult education classes because I am learning something useful."

Responses to this item indicated significant differences based upon student race. Blacks tended to agree with the item significantly more often than whites. It is important to note, however, that across all five racial groups proportion of agreement to the item was very high, ranging from 86 percent to 73 percent (see Table 71).

KP ITEM 4: "I keep coming to adult education classes because I think the teachers are good."

Responses to this question were significantly different depending upon respondents' race. It was found that whites and Latinos significantly more often agreed with the question than did the other three races (see Table 72).

KP ITEM 6: "I keep coming to adult education classes because I like the way the school is run."

Again, as in the case cited above, whites and Latinos tended to agree with the item significantly more often than the other races (see Table 73).

KP ITEM 9: "I keep coming to adult education classes because I think I am accomplishing something."

Response to this item was significantly different depending upon previous dropout status and race of the student. It was found that those who had previously dropped out tended to agree with the item more than those who had not dropped out (see Table 74). In addition, those of the black race tended to agree with the item more than those of the other four races (see Table 75).

Table 54: Statistical Analysis of Motives for ABE Participation and Non-Participation

MISC V#	X Q#	ITEM	PREVIOUS DROP-OUT STATUS	RACE	SEX
People I know don't come to adult education classes because they:					
45	1	Don't know about adult education classes.			
46	2	Are afraid they can't do the class work.		*	
47	3	Don't think it will do them any good.	* DO		
48	4	Don't like where the classes are held.		*	
49	5	Don't like when the classes are held.			
50	6	Can't afford the costs.		*	
51	7	Don't have time.			
52	8	Can't get a babysitter.			
53	9	Are afraid of new experiences.			
54	10	Dislike school			
55	11	Don't live in one place long enough.			
56	12	Are afraid of being robbed or beaten up.			
57	13	Are embarrassed they can't read or write.	*	*	
58	14	Other, write in:			
I started coming to adult education classes to:					
59	1	Improve my job situation.			* M
60	2	Complete a high school diploma or pass GED	* DO	*	
61	3	Improve my basic skills.			* M
62	4	Feel better about myself.			
63	5	Prepare for college, trade or voc. school.	* DO	*	* M
64	6	Learn English.		*	
65	7	Meet people.			* F
66	8	Become better informed.		*	
67	9	Be better able to care for family.			
68	10	Other, write in:			
I keep coming to adult education classes because:					
69	1	I like the school work.			
70	2	I like the classrooms, learning materials.			
71	3	I'm learning something useful.		*	
72	4	I think the teachers are good.		*	
73	5	I get money for coming.			
74	6	I like the way the school is run.		*	
75	7	I like the other adult learners.			
76	8	I don't have too many personal problems.			
77	9	I think I am accomplishing something.	* DO	*	
78	10	I get praised by my friends for coming.			
79	11.	Other, write in:			

Key

* = Significant difference, α = .01
Groups in highest agreement with item are coded:
DO = Previous dropouts from ABE program
M = Male
F = Female

Table 55: Non-Participation Item 2 x Race

```
MISC X AND DEMGGRAPHICS                                                              04-27-78

FILE   MISCXDEM (CREATION DATE = 04-27-78)   (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * *
    V46       ARE AFRAIC THEY CAN'T DO THE CLASS          BY  V142      WHAT IS YOU RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                     V142
            COUNT  I
            ROW PCT I Black    White    Latino   Asian   Amer.Ind.  ROW
            COL PCT I                                                TOTAL
            TOT PCT I      1.I      2.I      3.I      4.I      5.I
V46         --------I--------I--------I--------I--------I--------I
                 0. I   194  I   276  I    10  I    59  I     6  I    545
  NO                I  35.6  I  50.6  I   1.8  I  10.8  I   1.1  I   53.5
                    I  46.0  I  55.5  I  55.6  I  83.1  I  54.5  I
                    I  19.0  I  27.1  I   1.0  I   5.8  I   0.6  I
                   -I--------I--------I--------I--------I--------I
                 1. I   228  I   221  I     8  I    12  I     5  I    474
  YES               I  48.1  I  46.6  I   1.7  I   2.5  I   1.1  I   46.5
                    I  54.0  I  44.5  I  44.4  I  16.9  I  45.5  I
                    I  22.4  I  21.7  I   0.8  I   1.2  I   0.5  I
                   -I--------I--------I--------I--------I--------I
           COLUMN       422      497       18       71       11      1019
            TOTAL       41.4     48.8      1.8      7.0      1.1     100.0

CHI SQUARE =     35.47684 WITH   4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =     0.18659
CONTINGENCY COEFFICIENT =    0.18342

NUMBER OF MISSING OBSERVATIONS =      81
```

Table 56: Non-Participation Item 3 x Previous Dropout Status

```
MISC X AND DEMOGRAPHICS                                                              04-27-78

FILE   MISCXDEM (CREATION DATE = 04-27-78)   (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * * *
   V47       DON'T THINK IT WILL DO THEM ANY GOOD          BY  V117       IN THE PAST HAVE YOU EVER STARTED?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                     V117
             COUNT   I
             ROW PCT IYES      NO         ROW
             COL PCT I                    TOTAL
             TOT PCT I       1.I       2.I
V47          --------I--------I--------I
                  0. I   140  I   499  I   639
  NO                 I  21.9  I  78.1  I  62.8
                     I  53.4  I  66.1  I
                     I  13.8  I  49.1  I
                    -I--------I--------I
                  1. I   122  I   256  I   378
  YES                I  32.3  I  67.7  I  37.2
                     I  46.6  I  33.9  I
                     I  12.0  I  25.2  I
                    -I--------I--------I
            COLUMN       262       755      1017
             TOTAL      25.8      74.2     100.0

CORRECTED CHI SQUARE =    12.80728     WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE =  0.0003
PHI =    0.11455
CONTINGENCY COEFFICIENT =    0.11380

NUMBER OF MISSING OBSERVATIONS =       83
```

Table 57: Non-Participation Item 4 x Race

```
MISC X AND DEMCGRAPHICS                                                                    04-27-78

FILE    MISCXDEM (CREATICN CATE = 04-27-78)    (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * * * *
   V48       DON'T LIKE WHERE THE CLASSES ARE              BY  V142      WHAT IS YOU RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                   V142
            COUNT  I
          ROW PCT  I                                                       ROW
          COL PCT  IBlack    White    Latino   Asian    Amer.Ind.  TOTAL
          TOT PCT  I      1.I      2.I      3.I      4.I      5.I
V48       --------I--------I--------I--------I--------I--------I
               0.  I   358  I   455  I    17  I    68  I    11  I   909
   NO              I  39.4  I  50.1  I   1.9  I   7.5  I   1.2  I  89.2
                   I  84.8  I  91.5  I  94.4  I  95.8  I 100.0  I
                   I  35.1  I  44.7  I   1.7  I   6.7  I   1.1  I
                  -I--------I--------I--------I--------I--------I
               1.  I    64  I    42  I     1  I     3  I     0  I   110
   YES             I  58.2  I  38.2  I   0.9  I   2.7  I   0.0  I  10.8
                   I  15.2  I   8.5  I   5.6  I   4.2  I   0.0  I
                   I   6.3  I   4.1  I   0.1  I   0.3  I   0.0  I
                  -I--------I--------I--------I--------I--------I
           COLUMN      422      497       18       71       11      1019
            TOTAL     41.4     48.8      1.8      7.0      1.1     100.0

CHI SQUARE =     16.23520 WITH    4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0027
CRAMER'S V =     0.12622
CONTINGENCY COEFFICIENT =    0.12523

NUMBER CF MISSING CBSERVATIONS =       81
```

Table 58: Non-Participation Item 6 x Race

```
MISC X AND DEMOGRAPHICS                                                                    04-27-78

FILE    MISCXDEM (CREATION DATE = 04-27-78)    (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
    V50       CAN'T AFFORD THE COSTS                          BY  V142      WHAT IS YOU RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *   PAGE  1 OF  1

                    V142
           COUNT  I
           ROW PCT I Black    White    Latino   Asian   Amer.Ind. ROW
           COL PCT I                                              TOTAL
           TOT PCT I      1.I      2.I      3.I      4.I      5.I
V50        --------I--------I--------I--------I--------I--------I
              0.   I   304  I   395  I    12  I    60  I     6  I   777
  NO               I  39.1  I  50.8  I   1.5  I   7.7  I   0.8  I  76.3
                   I  72.0  I  79.5  I  66.7  I  84.5  I  54.5  I
                   I  29.8  I  38.8  I   1.2  I   5.9  I   0.6  I
                  -I--------I--------I--------I--------I--------I
              1.   I   118  I   102  I     6  I    11  I     5  I   242
  YES              I  48.8  I  42.1  I   2.5  I   4.5  I   2.1  I  23.7
                   I  28.0  I  20.5  I  33.3  I  15.5  I  45.5  I
                   I  11.6  I  10.0  I   0.6  I   1.1  I   0.5  I
                  -I--------I--------I--------I--------I--------I
          COLUMN       422      497       18       71       11      1019
           TOTAL      41.4     48.8      1.8      7.0      1.1     100.0

CHI SQUARE =     13.43982 WITH    4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0093
CRAMER'S V =     0.11484
CONTINGENCY COEFFICIENT =    0.11409

NUMBER OF MISSING OBSERVATIONS =       81
```

Table 59: Non-Participation Item 13 x ABE Dropout Status

```
MISC X AND DEMOGRAPHICS                                                              04-27-78

FILE   MISCXDEM (CREATION DATE = 04-27-78)    (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * * * * *
   V57       EMBARRASSED THAT THEY CAN'T READ OR WRIT      BY  V117       IN THE PAST HAVE YOU EVER STARTED?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                    V117
             COUNT  I
            ROW PCT IYES       NO          ROW
            COL PCT I                      TOTAL
            TOT PCT I       1.I       2.I
V57         --------I--------I--------I
                 0. I   107  I   395  I   502
  NO                I  21.3  I  78.7  I  49.4
                    I  40.8  I  52.3  I
                    I  10.5  I  38.8  I
                   -I--------I--------I
                 1. I   155  I   360  I   515
  YES               I  30.1  I  69.9  I  50.6
                    I  59.2  I  47.7  I
                    I  15.2  I  35.4  I
                   -I--------I--------I
            COLUMN      262       755      1017
             TOTAL     25.8      74.2     100.0

CORRECTED CHI SQUARE =      9.79784     WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE =  0.0017
PHI =     0.10040
CONTINGENCY COEFFICIENT =     0.09990

NUMBER OF MISSING OBSERVATIONS =       83
```

Table 60: Non-Participation Item 13 x Race

```
MISC X AND DEMOGRAPHICS                                                              04-27-78

FILE   MISCXDEM (CREATION DATE = 04-27-78)    (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * * * *
   V57       EMBARRASSED THAT THEY CAN'T READ OR WRIT       BY  V142        WHAT IS YOU RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                  V142
          COUNT  I
          ROW PCT I                                                          ROW
          COL PCT I Black     White     Latino    Asian     Amer.Ind.   TOTAL
          TOT PCT I       1.I       2.I       3.I       4.I       5.I
V57       --------I--------I---------I---------I---------I---------I
              0.  I   142  I   294   I    12   I    59   I     4   I    511
  NO              I  27.8  I  57.5   I   2.3   I  11.5   I   0.8   I   50.1
                  I  33.6  I  59.2   I  66.7   I  83.1   I  36.4   I
                  I  13.9  I  28.9   I   1.2   I   5.8   I   0.4   I
                 -I--------I---------I---------I---------I---------I
              1.  I   280  I   203   I     6   I    12   I     7   I    508
  YES             I  55.1  I  40.0   I   1.2   I   2.4   I   1.4   I   49.9
                  I  66.4  I  40.8   I  33.3   I  16.9   I  63.6   I
                  I  27.5  I  19.9   I   0.6   I   1.2   I   0.7   I
                 -I--------I---------I---------I---------I---------I
          COLUMN     422       497        18        71        11       1019
           TOTAL     41.4      48.8       1.8       7.0       1.1      100.0

CHI SQUARE =     95.71269 WITH    4 DEGREES OF FREEDOM    SIGNIFICANCE =  0.0000
CRAMER'S V =     0.30648
CONTINGENCY COEFFICIENT =     0.29302

NUMBER OF MISSING OBSERVATIONS =       81
```

Table 61: Start Participating Item 1 x Sex

```
MISC X AND CEMOGRAPHICS                                                                  04-27-78

FILE   MISCXDEM (CREATICN CATE = 04-27-78)   (MISC X AND CEMOGRAPHICS)

* * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * *
   V59        IMPROVE MY JOB SITUATICN                          BY  V143      WHAT IS YOUR SEX?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                  V143
           COUNT  I
         ROW PCT  IFEMALE   MALE      ROW
         COL PCT  I                   TOTAL
         TOT PCT  I      1.I      2.I
V59      --------I--------I--------I
              0.  I   316  I   193  I   509
  NO              I  62.1  I  37.9  I  49.6
                  I  54.9  I  42.9  I
                  I  30.8  I  18.8  I
                 -I--------I--------I
              1.  I   260  I   257  I   517
  YES             I  50.3  I  49.7  I  50.4
                  I  45.1  I  57.1  I
                  I  25.3  I  25.0  I
                 -I--------I--------I
          COLUMN      576      450     1026
           TOTAL     56.1     43.9    100.0

CORRECTED CHI SQUARE =    14.01020     WITH 1 DEGREE OF FREEDCM   SIGNIFICANCE =  0.0002
PHI =    0.11882
CONTINGENCY COEFFICIENT =    0.11799

NUMBER OF MISSING OBSERVATIONS =      74
```

Table 62: Start Participating Item 2 x ABE Dropout Status

```
MISC X AND DEMOGRAPHICS                                                             04-27-78

FILE   MISCXDEM (CREATION DATE = 04-27-78)   (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * * *
   V60       COMPLETE A HIGH SCHOOL DIPLOMA                BY  V117      IN THE PAST HAVE YOU EVER STARTED?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                    V117
           COUNT  I
          ROW PCT IYES      NO        ROW
          COL PCT I                   TOTAL
          TOT PCT I      1.I      2.I
V60       --------I-------I-------I
              0.  I    73 I   371 I   444
  NO              I  16.4 I  83.6 I  43.7
                  I  27.9 I  49.1 I
                  I   7.2 I  36.5 I
                 -I-------I-------I
              1.  I   189 I   384 I   573
  YES             I  33.0 I  67.0 I  56.3
                  I  72.1 I  50.9 I
                  I  18.6 I  37.8 I
                 -I-------I-------I
          COLUMN     262     755      1017
           TOTAL    25.8    74.2     100.0

CORRECTED CHI SQUARE =    34.93593    WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE =  0.0000
PHI =    0.18761
CONTINGENCY COEFFICIENT =    0.18439

NUMBER OF MISSING OBSERVATIONS =      83
```

Table 63: Start Participating Item 2 x Race

```
MISC X AND CEMOGRAPHICS                                                                04-27-78

FILE   MISCXDEM (CREATICN CATE = 04-27-78)    (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
   V60       COMPLETE A HIGH SCHOOL DIPLCMA                     BY  V142       WHAT IS YOU RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                  V142
          CGUNT   I
          ROW PCT I                                                      ROW
          COL PCT IBlack    White    Latino   Asian   Amer.Ind.  TOTAL
          TOT PCT I       1.I      2.I      3.I      4.I      5.I
V60       --------I--------I--------I--------I--------I--------I
              0.  I   125  I   250  I     9  I    56  I     4  I   444
  NO              I  28.2  I  56.3  I   2.0  I  12.6  I   0.9  I  43.6
                  I  29.6  I  50.3  I  50.0  I  78.9  I  36.4  I
                  I  12.3  I  24.5  I   C.9  I   5.5  I   0.4  I
                 -I--------I--------I--------I--------I--------I
              1.  I   297  I   247  I     9  I    15  I     7  I   575
  YES             I  51.7  I  43.0  I   1.6  I   2.6  I   1.2  I  56.4
                  I  70.4  I  49.7  I  50.0  I  21.1  I  63.6  I
                  I  29.1  I  24.2  I   0.9  I   1.5  I   0.7  I
                 -I--------I--------I--------I--------I--------I
          COLUMN      422      497       18       71       11     1019
           TOTAL     41.4     48.8      1.8      7.0      1.1    100.0

CHI SQUARE =    79.C8250 WITH    4 DEGREES CF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =    0.27858
CONTINGENCY COEFFICIENT =     0.26836

NUMBER OF MISSING OBSERVATIONS =       81
```

Table 64: Start Participating Item 3 x Sex

```
MISC X AND DEMOGRAPHICS                                                                               04-27-78

FILE   MISCXDEM (CREATION DATE = 04-27-78)    (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * * *
    V61        IMPROVE MY BASIC SKILLS                              BY  V143          WHAT IS YOUR SEX?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                     V143
           COUNT    I
           ROW PCT  IFEMALE    MALE        ROW
           COL PCT  I                      TOTAL
           TOT PCT  I       1.I       2.I
V61        ---------I---------I---------I
              0.    I   172   I    92   I   264
  NO                I  65.2   I  34.8   I  25.7
                    I  29.9   I  20.4   I
                    I  16.8   I   9.0   I
                   -I---------I---------I
              1.    I   404   I   358   I   762
  YES               I  53.0   I  47.0   I  74.3
                    I  70.1   I  79.6   I
                    I  39.4   I  34.9   I
                   -I---------I---------I
           COLUMN       576       450      1026
            TOTAL      56.1      43.9     100.0

CORRECTED CHI SQUARE =     11.23484     WITH 1 DEGREE OF FREEDOM    SIGNIFICANCE =  0.0008
PHI =     0.10689
CONTINGENCY COEFFICIENT =     0.10628

NUMBER OF MISSING OBSERVATIONS =       74
```

Table 65: Start Participating Item 5 x ABE Dropout Status

```
MISC X AND DEMOGRAPHICS                                                                     04-27-78

FILE   MISCXDEM (CREATION DATE = 04-27-78)   (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * * * *
    V63       GET READY TO GO TO COLLEGE, TRADE                BY  V117      IN THE PAST HAVE YOU EVER STARTED?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                  V117
           COUNT  I
         ROW PCT  IYES       NO        ROW
         COL PCT  I                    TOTAL
         TOT PCT  I      1.I      2.I
V63      --------I--------I--------I
              0.  I   131  I   505  I   63[illegible]
  NO              I  20.6  I  79.4  I  62.5
                  I  50.0  I  66.9  I
                  I  12.9  I  49.7  I
                 -I--------I--------I
              1.  I   131  I   250  I   381
  YES             I  34.4  I  65.6  I  37.5
                  I  50.0  I  33.1  I
                  I  12.9  I  24.6  I
  -              -I--------I--------I
          COLUMN      262      755      1017
           TOTAL     25.8     74.2     100.0

CORRECTED CHI SQUARE =     22.96092     WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE = 0.0000
PHI =    0.15258
CONTINGENCY COEFFICIENT =     0.15083

NUMBER OF MISSING OBSERVATIONS =       83
```

Table 66: Start Participating Item 5 x Race

```
MISC X AND DEMOGRAPHICS                                                                 04-27-78

FILE    MISCXDEM (CREATION DATE = 04-27-78)    (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * * * *
     V63        GET READY TO GO TO COLLEGE, TRACE               BY  V142       WHAT IS YOU RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                     V142
           COUNT   I
           ROW PCT I                                                     ROW
           COL PCT I Black    White    Latino   Asian    Amer.Ind. TOTAL
           TOT PCT I       1.I      2.I      3.I      4.I      5.I
V63        --------I--------I--------I--------I--------I--------I
              0.   I   203  I   359  I    12  I    56  I     5  I   635
  NO               I  32.0  I  56.5  I   1.9  I   8.8  I   0.8  I  62.3
                   I  48.1  I  72.2  I  66.7  I  78.9  I  45.5  I
                   I  19.9  I  35.2  I   1.2  I   5.5  I   0.5  I
                  -I--------I--------I--------I--------I--------I
              1.   I   219  I   138  I     6  I    15  I     6  I   384
  YES              I  57.0  I  35.9  I   1.6  I   3.9  I   1.6  I  37.7
                   I  51.9  I  27.8  I  33.3  I  21.1  I  54.5  I
                   I  21.5  I  13.5  I   0.6  I   1.5  I   0.6  I
                  -I--------I--------I--------I--------I--------I
          COLUMN       422      497       18       71       11     1019
           TOTAL       41.4     48.8      1.8      7.0      1.1    100.0

CHI SQUARE =     66.87648 WITH    4 DEGREES OF FREEDOM    SIGNIFICANCE =  0.0000
CRAMER'S V =     0.25618
CONTINGENCY COEFFICIENT =      0.24817

NUMBER OF MISSING OBSERVATIONS =       81
```

Table 67: Start Participating Item 5 x Sex

```
MISC X AND CEMOGRAPHICS                                                              04-27-78

FILE   MISCXDEM (CREATICN DATE = 04-27-78)   (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * * *
    V63       GET READY TO GO TO COLLEGE, TRADE           BY  V143      WHAT IS YOUR SEX?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                    V143
           COUNT   I
           ROW PCT IFEMALE    MALE       ROW
           COL PCT I                     TOTAL
           TOT PCT I       1.I       2.I
V63        --------I--------I--------I
              0.   I   383  I   263  I   646
  NO               I  59.3  I  40.7  I  63.0
                   I  66.5  I  58.4  I
                   I  37.3  I  25.6  I
                  -I--------I--------I
              1.   I   193  I   187  I   380
  YES              I  50.8  I  49.2  I  37.0
                   I  33.5  I  41.6  I
                   I  18.8  I  18.2  I
                  -I--------I--------I
          COLUMN       576      450      1026
           TCTAL      56.1     43.9     100.0

CORRECTED CHI SQUARE =     6.67701     WITH 1 DEGREE OF FREEDCM   SIGNIFICANCE =  0.0098
PHI =    0.C8270
CONTINGENCY COEFFICIENT =     0.C8242

NUMBER OF MISSING OBSERVATICNS =       74
```

Table 68: Start Participating Item 6 x Race

```
MISC X AND DEMOGRAPHICS                                                                04-27-78

FILE   MISCXDEM (CREATION DATE = 04-27-78)    (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * *
    V64       LEARN ENGLISH                                        BY  V142       WHAT IS YOU RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                  V142
          COUNT  I
        ROW PCT  I                                                         ROW
        COL PCT  I Black    White    Latino   Asian    Amer.Ind.          TOTAL
        TOT PCT  I       1.I      2.I      3.I      4.I      5.I
V64     --------I--------I--------I--------I--------I--------I
             0.  I   279  I   247  I     4  I    16  I     6  I   552
  NO             I  50.5  I  44.7  I   0.7  I   2.9  I   1.1  I  54.2
                 I  66.1  I  49.7  I  22.2  I  22.5  I  54.5  I
                 I  27.4  I  24.2  I   0.4  I   1.6  I   0.6  I
                -I--------I--------I--------I--------I--------I
             1.  I   143  I   250  I    14  I    55  I     5  I   467
  YES            I  30.6  I  53.5  I   3.0  I  11.8  I   1.1  I  45.8
                 I  33.9  I  50.3  I  77.8  I  77.5  I  45.5  I
                 I  14.0  I  24.5  I   1.4  I   5.4  I   0.5  I
                -I--------I--------I--------I--------I--------I
         COLUMN      422      497       18       71       11      1019
          TOTAL     41.4     48.8      1.8      7.0      1.1     100.0

CHI SQUARE =     64.27333 WITH   4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =     0.25115
CONTINGENCY COEFFICIENT =     0.24358

NUMBER OF MISSING OBSERVATIONS =       81
```

Table 69: Start Participating Item 7 x Sex

```
MISC X AND DEMOGRAPHICS                                                                    04-27-78

FILE   MISCXDEM (CREATION DATE = 04-27-78)   (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * *
   V65      MEET PEOPLE                                   BY  V143      WHAT IS YOUR SEX?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                    V143
          COUNT   I
          ROW PCT IFEMALE   MALE        ROW
          COL PCT I                     TOTAL
          TOT PCT I       1.I      2.I
V65       --------I--------I--------I
             0.   I   329  I   294  I   623
  NO              I  52.8  I  47.2  I  60.7
                  I  57.1  I  65.3  I
                  I  32.1  I  28.7  I
                 -I--------I--------I
             1.   I   247  I   156  I   403
  YES             I  61.3  I  38.7  I  39.3
                  I  42.9  I  34.7  I
                  I  24.1  I  15.2  I
                 -I--------I--------I
          COLUMN      576      450      1026
           TOTAL     56.1     43.9     100.0

CORRECTED CHI SQUARE =     6.80850     WITH 1 DEGREE OF FREEDOM    SIGNIFICANCE =  0.0091
PHI =    0.08347
CONTINGENCY COEFFICIENT =     0.08318

NUMBER OF MISSING OBSERVATIONS =       74
```

Table 70: Start Participating Item 8 x Race

```
MISC X AND DEMOGRAPHICS                                                                        04-27-78

FILE   MISCXDEM (CREATION DATE = 04-27-78)   (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * * * *
   V66       BECOME BETTER INFORMED                          BY  V142        WHAT IS YOU RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                  V142
         COUNT   I
         ROW PCT I Black    White    Latino    Asian   Amer.Ind. ROW
         COL PCT I                                                TOTAL
         TOT PCT I       1.I      2.I      3.I      4.I      5.I
V66     --------I--------I--------I--------I--------I--------I
            0.  I   174  I   258  I     6  I    45  I     6  I    489
  NO            I  35.6  I  52.8  I   1.2  I   9.2  I   1.2  I   48.0
                I  41.2  I  51.9  I  33.3  I  63.4  I  54.5  I
                I  17.1  I  25.3  I   0.6  I   4.4  I   0.6  I
               -I--------I--------I--------I--------I--------I
            1.  I   248  I   239  I    12  I    26  I     5  I    530
  YES           I  46.8  I  45.1  I   2.3  I   4.9  I   0.9  I   52.0
                I  58.8  I  48.1  I  66.7  I  36.6  I  45.5  I
                I  24.3  I  23.5  I   1.2  I   2.6  I   0.5  I
               -I--------I--------I--------I--------I--------I
        COLUMN      422      497       18       71       11      1019
         TOTAL     41.4     48.8      1.8      7.0      1.1     100.0

CHI SQUARE =    19.25955 WITH   4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0007
CRAMER'S V =    0.13748
CONTINGENCY COEFFICIENT =    0.13620

NUMBER OF MISSING OBSERVATIONS =      81
```

Table 71: Keep Participating Item 3 x Race

```
MISC X AND DEMOGRAPHICS                                                                              04-27-78

FILE   MISCXDEM (CREATION DATE = 04-27-78)    (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * * *
    V71        I'M LEARNING SOMETHING USEFUL                      BY  V142        WHAT IS YOU RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                  V142
          COUNT  I
        ROW PCT  IBlack    White    Latino   Asian   Amer.Ind.  ROW
        COL PCT  I                                              TOTAL
        TOT PCT  I      1.I      2.I      3.I      4.I      5.I
V71     ---------I--------I--------I--------I--------I--------I
             0.  I    61  I   123  I     3  I    19  I     2  I   208
  NO             I  29.3  I  59.1  I   1.4  I   9.1  I   1.0  I  20.4
                 I  14.5  I  24.7  I  16.7  I  26.8  I  18.2  I
                 I   6.0  I  12.1  I   0.3  I   1.9  I   0.2  I
                -I--------I--------I--------I--------I--------I
             1.  I   361  I   374  I    15  I    52  I     9  I   811
  YES            I  44.5  I  46.1  I   1.8  I   6.4  I   1.1  I  79.6
                 I  85.5  I  75.3  I  83.3  I  73.2  I  81.8  I
                 I  35.4  I  36.7  I   1.5  I   5.1  I   0.9  I
                -I--------I--------I--------I--------I--------I
         COLUMN      422      497       18       71       11      1019
          TOTAL     41.4     48.8      1.8      7.0      1.1     100.0

CHI SQUARE =     16.92155 WITH   4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0020
CRAMER'S V =     0.12886
CONTINGENCY COEFFICIENT =     0.12781

NUMBER OF MISSING OBSERVATIONS =      81
```

Table 72: Keep Participating Item 4 x Race

```
MISC X AND CEMOGRAPHICS                                                            04-27-78

FILE   MISCXDEM (CREATICN CATE = 04-27-78)   (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * *
    V72       I THINK THE TEACHERS ARE GCCC                  BY  V142       WHAT IS YOU RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                     V142
           COUNT   I
           ROW PCT I                                               ROW
           COL PCT IBlack    White    Latino   Asian   Amer.Ind.   TOTAL
           TOT PCT I      1.I      2.I      3.I      4.I      5.I
V72        --------I--------I--------I--------I--------I--------I
              0.   I   163  I   139  I     2  I    27  I     4  I   335
  NO               I  48.7  I  41.5  I   0.6  I   8.1  I   1.2  I  32.9
                   I  38.6  I  28.0  I  11.1  I  38.0  I  36.4  I
                   I  16.0  I  13.6  I   0.2  I   2.6  I   0.4  I
                  -I--------I--------I--------I--------I--------I
              1.   I   259  I   358  I    16  I    44  I     7  I   684
  YES              I  37.9  I  52.3  I   2.3  I   6.4  I   1.0  I  67.1
                   I  61.4  I  72.0  I  88.9  I  62.0  I  63.6  I
                   I  25.4  I  35.1  I   1.6  I   4.3  I   0.7  I
                  -I--------I--------I--------I--------I--------I
          COLUMN       422      497       18       71       11     1019
           TOTAL      41.4     48.8      1.8      7.0      1.1    100.0

CHI SQUARE =     16.52591 WITH    4 DEGREES CF FREEDCM   SIGNIFICANCE =  0.0024
CRAMER'S V =     0.12735
CONTINGENCY COEFFICIENT =     0.12633

NUMBER OF MISSING OBSERVATICNS =       81
```

Table 73: Keep Participating Item 6 x Race

```
MISC X AND DEMOGRAPHICS                                                              04-27-78

FILE   MISCXDEM (CREATION DATE = 04-27-78)   (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * *
   V74       I LIKE THE WAY THE SCHOOL IS RUN              BY  V142        WHAT IS YOU RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *   PAGE  1 OF  1

                 V142
        COUNT   I
        ROW PCT I                                                     ROW
        COL PCT IBlack    White    Latino   Asian    Amer.Ind.  TOTAL
        TOT PCT I     1.I      2.I      3.I      4.I      5.I
V74     --------I--------I--------I--------I--------I--------I
            0.  I   244  I   235  I     5  I    44  I     5  I   533
  NO            I  45.8  I  44.1  I   0.9  I   8.3  I   0.9  I  52.3
                I  57.8  I  47.3  I  27.8  I  62.0  I  45.5  I
                I  23.9  I  23.1  I   0.5  I   4.3  I   0.5  I
               -I--------I--------I--------I--------I--------I
            1.  I   178  I   262  I    13  I    27  I     6  I   486
  YES           I  36.6  I  53.9  I   2.7  I   5.6  I   1.2  I  47.7
                I  42.2  I  52.7  I  72.2  I  38.0  I  54.5  I
                I  17.5  I  25.7  I   1.3  I   2.6  I   0.6  I
  -            -I--------I--------I--------I--------I--------I
        COLUMN      422      497       18       71       11     1019
         TOTAL     41.4     48.8      1.8      7.0      1.1    100.0

CHI SQUARE =     17.37509 WITH   4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0016
CRAMER'S V =     0.13058
CONTINGENCY COEFFICIENT =     0.12948

NUMBER OF MISSING OBSERVATIONS =       81
```

Table 74: Keep Participating Item 9 x ABE Dropout Status

```
MISC X AND DEMOGRAPHICS                                                              04-27-78

FILE   MISCXDEM (CREATION DATE = 04-27-78)   (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
    V77       I THINK I'M ACCOMPLISHING THINGS             BY  V117      IN THE PAST HAVE YOU EVER STARTED?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                    V117
           COUNT  I
         ROW PCT  IYES       NO          ROW
         COL PCT  I                      TOTAL
         TOT PCT  I       1.I       2.I
V77      --------I--------I--------I
              0.  I    41  I   204  I    245
  NO              I  16.7  I  83.3  I   24.1
                  I  15.6  I  27.0  I
                  I   4.0  I  20.1  I
                 -I--------I--------I
              1.  I   221  I   551  I    772
  YES             I  28.6  I  71.4  I   75.9
                  I  84.4  I  73.0  I
                  I  21.7  I  54.2  I
                 -I--------I--------I
         COLUMN       262      755      1017
          TOTAL      25.8     74.2     100.0

CORRECTED CHI SQUARE =     13.13778     WITH 1 DEGREE OF FREEDOM   SIGNIFICANCE =  0.0003
PHI =     0.11629
CONTINGENCY COEFFICIENT =     0.11551

NUMBER OF MISSING OBSERVATIONS =       83
```

Table 75: Keep Participating Item 9 x Race

```
MISC X AND DEMOGRAPHICS                                                                              04-27-78

FILE   MISCXDEM (CREATION DATE = 04-27-78)    (MISC X AND DEMOGRAPHICS)

* * * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * * * * *
    V77        I THINK I'M ACCOMPLISHING THINGS                 BY  V142        WHAT IS YOU RACE?
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                 V142
        COUNT   I
        ROW PCT IBlack    White    Latino   Asian   Amer.Ind.  ROW
        COL PCT I                                               TOTAL
        TOT PCT I      1.I      2.I      3.I      4.I      5.I
V77     --------I--------I--------I--------I--------I--------I
             0. I     59 I    132 I      7 I     33 I      5 I    236
  NO            I   25.0 I   55.9 I    3.0 I   14.0 I    2.1 I   23.2
                I   14.0 I   26.6 I   38.9 I   46.5 I   45.5 I
                I    5.8 I   13.0 I    0.7 I    3.2 I    0.5 I
               -I--------I--------I--------I--------I--------I
             1. I    363 I    365 I     11 I     38 I      6 I    783
  YES           I   46.4 I   46.6 I    1.4 I    4.9 I    0.8 I   76.8
                I   86.0 I   73.4 I   61.1 I   53.5 I   54.5 I
                I   35.6 I   35.8 I    1.1 I    3.7 I    0.6 I
               -I--------I--------I--------I--------I--------I
  -     COLUMN       422      497       18       71       11     1019
         TOTAL      41.4     48.8      1.8      7.0      1.1    100.0

CHI SQUARE =    50.47520 WITH   4 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CRAMER'S V =    0.22256
CONTINGENCY COEFFICIENT =    0.21725

NUMBER OF MISSING OBSERVATIONS =      81
```

Students' Preferred Teacher Behaviors

This instrument subsection consisted of 22 items measuring various personality traits of teachers as perceived by the students. A review of the line items indicated the following teacher personality traits were scored most highly by the students:

"How often do you want adult education teachers to be:"

ITEM	MEAN SCORE
1. Relaxed and calm	3.46
2. Confident and stable	3.45
3. Willing to try new ideas and ways of doing things	3.45
4. Hard working and successful at getting things done	3.39

Regarding undesired teacher personality traits, the following scores were obtained:

"How often do you want adult education teachers to be:"

ITEM	MEAN SCORE
1. Outspoken and interested in getting their own way	1.74
2. Close to other people and unsure of themselves	1.65
3. Demanding and short-tempered	1.48
4. High-strung and restless	1.45

See Table 76 for the specific mean score on each of 24 items and for a graphical representation of the results.

Table 76: Students' Preferred Teacher Behaviors

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want adult education teachers to show each behavior in class.

ow often do you want adult education teachers to be:		Never	Sometimes	Often	Almost Always	
Cautious and careful	3.10	1	2	3	4	(1)
Tidy and thorough	3.25	1	2	3	4	
More interested in feelings than scientific rules	3.04	1	2	3	4	
Hardworking and successful at getting things done.	3.39	1	2	3	4	
High-strung and restless	1.45	1	2	3	4	
Outspoken and interested in getting their own way.	1.74	1	2	3	4	
Close to other people and unsure of themselves.	1.65	1	2	3	4	
Entertaining and enthusiastic	2.97	1	2	3	4	
Old-fashioned and practical	2.08	1	2	3	4	
Unselfish and thoughtful of others	3.23	1	2	3	4	
Demanding and short-tempered.	1,48	1	2	3	4	(11)

Table 76 (Continued)

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want adult education teachers to show each behavior in class.

How often do you want adult education teachers to be:		Never	Sometimes	Often	Almost Always	
12. Patient and agreeable	3.29	1	2	3	4	(12)
13. Carefree and not involved in other people's lives . .	2.25	1	2	3	4	
14. Confident and stable	3.45	1	2	3	4	
15. Quiet and private about personal feelings.	2.81	1	2	3	4	
16. Relaxed and calm	3.46	1	2	3	4	
17. Soft-spoken and gentle	3.20	1	2	3	4	
18. Curious and interested in solving problems	3.41	1	2	3	4	
19. Easygoing and not too busy	2.88	1	2	3	4	
20. Daring and bold	2.05	1	2	3	4	
21. Not concerned about small details and not into planning everything ahead	1.93	1	2	3	4	
22. Willing to try new ideas and ways of doing things . .	3.45	1	2	3	4	(22)

P E

(50) (69)

t-tests. t-tests were used to show significant differences between various groups of students on preferred teacher behaviors. It was used at an alpha level of .001 to determine significance.

Regarding the teacher characteristic of "entertaining and enthusiastic," a significant difference was found between urban and rural students. It was discovered that rural students tended to desire this trait significantly more strongly than did urban students (see Table 77).

Concerning the teacher characteristic of "relaxed and calm," a significant difference was found between ABE and ESL student groups. It was found that ABE students tended to agree significantly more strongly to the characteristic than did their ESL counterparts. A similar finding in this same direction was discovered for the teacher characteristic of "curious and interested in solving problems" (see Table 78). No other statistically significant differences were found for group strata including previous dropout status, sex or race of respondents.

Table 77: Preferred Teacher Characteristics by Rural/Urban Status

```
PERSCNALITY AND DEMCGRAPHICS                                                              04-27-78

FILE   PERCEMOG (CREATICN DATE = 04-27-78)   (PERSONALITY AND DEMCGRAPHICS)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

GRCUP 1 - V144      EQ         1. Rural
GROUP 2 - V144      EQ         2. Urban
                                                                     * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                           *                   *                             *
VARIABLE              NUMBER               STANDARD     STANCARD *    F    2-TAIL *    T   DEGREES OF  2-TAIL *    T   DEGREES OF  2-TAIL
                     OF CASES     MEAN     DEVIATICN     ERROR   *  VALUE   PROB. *  VALUE   FREEDOM    PROB. *  VALUE   FREEDOM    PROB.
-----------------------------------------------------------------------------------------------------------------------------------------
V87         ENTERTAINING AND ENTHUSIASTIC                         *                 *                             *
     GROUP 1        115         3.3304       C.866       0.081   *                 *                             *
                                                                   *  1.30   0.082  *   4.22     983      0.000  *   4.66    155.79     0.000
     GROUP 2        870         2.9230       0.985       0.033   *                 *                             *
                                                                   *                 *                             *
-----------------------------------------------------------------------------------------------------------------------------------------
V88         CLD-FASHICNED AND PRACTICAL                           *                 *                             *
     GROUF 1        110         2.1727       1.039       0.C99   *                 *                             *
                                                                   *  1.08   0.584  *   1.01     976      0.315  *   0.98    135.97     0.330
     GROUP 2        868         2.0703       1.002       0.034   *                 *                             *
                                                                   *                 *                             *
-----------------------------------------------------------------------------------------------------------------------------------------
V89         UNSELFISH AND THOUGHTFUL OF CTHERS                    *                 *                             *
     GROUP 1        117         3.2137       0.879       0.081   *                 *                             *
                                                                   *  1.27   0.105  *  -0.17     992      0.863  *  -0.19    158.02     0.850
     GROUP 2        877         3.2303       0.991       0.033   *                 *                             *
                                                                   *                 *                             *
-----------------------------------------------------------------------------------------------------------------------------------------
V90         DEMANDING AND SHORT-TEMPERED                          *                 *                             *
     GROLF 1        117         1.3761       0.838       0.C77   *                 *                             *
                                                                   *  1.11   0.491  *  -1.42     995      0.155  *  -1.48    152.26     0.141
     GROUP 2        880         1.4989       0.882       0.030   *                 *                             *
                                                                   *                 *                             *
-----------------------------------------------------------------------------------------------------------------------------------------
V91         PATIENT AND AGREEABLE                                 *                 *                             *
     GRCUP 1        120         3.3167       C.820       0.075   *                 *                             *
                                                                   *  1.03   0.813  *   0.40    1013      0.687  *   0.40    151.72     0.690
     GROUP 2        855         3.2849       0.8C8       0.027   *                 *                             *
                                                                   *                 *                             *
-----------------------------------------------------------------------------------------------------------------------------------------
V92         CAREFREE AND NOT INVOLVED IN                          *                 *                             *
     GROUP 1        115         2.2941       0.995       0.091   *                 *                             *
                                                                   *  1.27   0.101  *   0.44     990      0.658  *   0.48    161.77     0.629
     GROUP 2        873         2.2463       1.121       0.038   *                 *                             *
                                                                   *                 *                             *
-----------------------------------------------------------------------------------------------------------------------------------------
V93         CONFIDENT AND STABLE                                  *                 *                             *
     GRCUP 1        120         3.3667       0.758       0.C73   *                 *                             *
                                                                   *  1.14   0.320  *  -1.21     999      0.228  *  -1.15    148.87     0.253
     GROUP 2        881         3.4552       C.748       0.025   *                 *                             *
                                                                   *                 *                             *
-----------------------------------------------------------------------------------------------------------------------------------------
```

Table 78: Preferred Teacher Characteristics by ABE/ESL Status

```
PERSONALITY AND DEMOGRAPHICS                                                          04-27-78

FILE   PERDEMOG (CREATION DATE = 04-27-78)   (PERSONALITY AND DEMOGRAPHICS)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - V146      EQ         1. ABE
GROUP 2 - V146      EQ         2. ESL
                                                                     * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                               *                              *
VARIABLE            NUMBER                STANDARD    STANDARD *    F    2-TAIL *    T   DEGREES OF 2-TAIL *    T   DEGREES OF  2-TAIL
                   OF CASES      MEAN    DEVIATION     ERROR   *  VALUE   PROB. *  VALUE   FREEDOM   PROB. *  VALUE   FREEDOM    PROB.
----------------------------------------------------------------------------------------------------------------------------------------
V94       QUIET AND PRIVATE ABOUT PERSONAL                     *                *                          *
    GROUP 1         838        2.8043      1.001       0.035   *                *                          *
                                                               *   1.00  0.995  *  -0.07     989     0.944 *  -0.07    211.57     0.944
    GROUP 2         153        2.8105      0.998       0.081   *                *                          *
                                                               *                *                          *
----------------------------------------------------------------------------------------------------------------------------------------
V95       RELAXED AND CALM                                     *                *                          *
    GROUP 1         847        3.5124      0.719       0.025   *                *                          *
                                                               *   1.43  0.002  *   4.42    1003     0.000 *   3.92    200.13     0.000
    GROUP 2         158        3.2278      0.859       0.068   *                *                          *
                                                               *                *                          *
----------------------------------------------------------------------------------------------------------------------------------------
V96       SOFT-SPOKEN AND GENTLE                               *                *                          *
    GROUP 1         849        3.2226      0.846       0.029   *                *                          *
                                                               *   1.07  0.562  *   1.29    1004     0.198 *   1.26    213.42     0.209
    GROUP 2         157        3.1274      0.875       0.070   *                *                          *
                                                               *                *                          *
----------------------------------------------------------------------------------------------------------------------------------------
V97       CURIOUS AND INTERESTED IN SOLVING                    *                *                          *
    GROUP 1         844        3.4799      0.741       0.026   *                *                          *
                                                               *   1.01  0.946  *   6.44    1002     0.000 *   6.47    224.29     0.000
    GROUP 2         160        3.0687      0.736       0.058   *                *                          *
                                                               *                *                          *
----------------------------------------------------------------------------------------------------------------------------------------
V98       EASYGOING AND NOT TOO BUSY                           *                *                          *
    GROUP 1         829        2.8842      0.948       0.033   *                *                          *
                                                               *   1.14  0.320  *   0.14     984     0.887 *   0.15    228.41     0.882
    GROUP 2         157        2.8726      0.890       0.071   *                *                          *
                                                               *                *                          *
----------------------------------------------------------------------------------------------------------------------------------------
V99       CARING AND BOLD                                      *                *                          *
    GROUP 1         831        2.0084      0.957       0.035   *                *                          *
                                                               *   1.19  0.156  *  -2.95     979     0.003 *  -2.78    196.94     0.006
    GROUP 2         150        2.2733      1.086       0.089   *                *                          *
                                                               *                *                          *
----------------------------------------------------------------------------------------------------------------------------------------
V100      NOT CONCERNED ABOUT SMALL DETAILS                    *                *                          *
    GROUP 1         833        1.9604      1.038       0.036   *                *                          *
                                                               *   1.25  0.090  *   1.86     979     0.063 *   2.01    217.71     0.045
    GROUP 2         148        1.7905      0.928       0.076   *                *                          *
                                                               *                *                          *
----------------------------------------------------------------------------------------------------------------------------------------
```

Demographic Characteristics

Much information on student demographic characteristics was collected by the survey instruments. The demographic characteristics, in percentage of the total number responding, is shown in Table 79. An interesting finding is that roughly 40 percent of the students were in a beginning level course, 50 percent were in an intermediate or advanced level and 10 percent were in an undefined or mixed level.

About two-thirds of the 2,169 students in the sample were in ABE programs and one-third were in ESL classes. Approximately six out of every 10 students were in a daytime course. Additionally, about one-half of the responding student group were female. Approximately 40 percent of the sample were male. Thus, it should probably be statistically assumed that the 10 percent "no response" were equally divided between the sexes.

Regarding race, the survey was completed by roughly 37 percent blacks, 41 percent Caucasian, 5 percent Latino, 8 percent Asian and 1 percent American Indian. Approximately 8 percent did not report their race. The average year of birth for the students was 1946, thus making the average student 32 years of age as of this writing.

A study of the language most often spoken by the student's family at home indicated that 60 percent spoke English, 6 percent spoke Arabic, 4 percent spoke Spanish and the remaining spoke many varied languages from throughout the world. About 12 percent of the sample did not answer this question.

Regarding past educational experiences, it was found that the mean age for students at the time they first dropped out of regular school was 16.18 years.

The highest mean grade finished was roughly the ninth. Concerning community stability, the average student has lived in the same neighborhood for about eight years. However, on the average, they had been enrolled in their current ABE program for only seven months.

With respect to income sources, 35 percent derive income from their own work. Only about 17 percent of the students claimed they would stop getting money if they did not attend ABE classes. Slightly over one-fourth of the students said they had dropped out of an adult education class previously and have now returned.

In reviewing how students in the sample learned about the ABE program, nearly 40 percent said they learned of it through a friend or neighbor. Roughly 34 percent said it was their own idea. Slightly over 25 percent said they learned of the program from a relative. Many other sources of information were referred to and, in many cases, multiple sources were listed by the respondent. Table 79 is an exact copy of the demographic section as it appeared in the student instrumentation. Next to each question the percentage of the total sample group responding is shown. NR indicates no response, no answer, illegible answer or refused answer for each question. Detailed statistical results regarding student demographics are found in Appendix F.

Table 79: Student Responses to Demographic Questions

1. How did you learn about adult education classes?
(circle ALL that apply)

25.8% 1. A relative (1)

39.4% 2. A friend or neighbor

15.1% 3. Someone from adult education calling you or coming to see you

17.8% 4. People who help (examples: social workers, priest/minister)

34.4% 5. My own idea

10.0% 6. Radio

13.4% 7. T.V.

15.7% 8. Newspapers

17.3% 9. Mailed notices

14.2% 10. Signs and billboards

7.3% 11. Michigan Employment Security Commission (MESC)

12.7% 12. Department of Social Services (DSS)

11.6% 13. Regular Day School

7.9% 14. Other, write in:______________________________ (14)

2. Will you stop getting money if you stop coming to adult education classes?
(circle ONLY one)

1. Yes 16.7% 2. No 70.8% NR = 12.4%

3. In the past have you ever started an adult education class and then dropped out?
(circle ONLY one)

1. Yes 26.0% 2. No 65.9% NR = 8.1% (16)

4. As of today, what is your working status?
(circle ALL that apply)

29.5% 1. Working for pay full-time

12.0% 2. Working for pay part-time

29.1% 3. Not working for pay

4.0% a. Retired

18.4% b. Homemaker

4.7% c. Laid off

5.0% d. Disabled

16.7% e. Haven't had a job in a long time

8.3% f. Never had a job

6.5% g. Other (write in) ______________________

5. What is the source of your income?
(circle ALL that apply)

35.2% 1. Your own work

19.0% 2. Your spouse's (husband/wife's) work

13.1% 3. ADC (Aid to Dependent Children)

10.0% 4. Welfare (including General Assistance)

4.1% 5. Unemployment Compensation

12.3% 6. Social Security Administration

3.2% 7. Veteran's Administration

11.1% 8. Other (write in) ______________________

Table 79 (Continued)

6. How many years have you lived in your neighborhood? (write in)

$\bar{x}$ = 7.91 ___ Years

7. How many months have you been in this adult education program? (write in)

$\bar{x}$ = 6.89 ___ Months

8. How old were you when you quit regular school? (write in)

$\bar{x}$ = 16.18 ___ Years Old

9. What was the highest grade you finished in regular school? (write in)

$\bar{x}$ = 9.25 ___ Grade

10. What language is most often spoken by your family at home? (circle ONLY one)

1. English	60.9%	5. Greek	1.6%	9. Chinese	1.9%		NR = 12.5%
2. Spanish	4.3%	6. Vietnamese	1.3%	10. German	0.8%		
3. Arabic	6.2%	7. Italian	0.3%	11. Polish	1.3%		
4. Chaldean	1.1%	8. American Indian	0.4%	12. Other (write in)		7.4%	

11. In what year were you born? (write in)

19 4 6

12. What is your race? (circle ONLY one)

37.3% 1. Black
41.0% 2. White
4.9% 3. Latino, Hispanic
7.5% 4. Asian, Pacific Islander
1.0% 5. American Indian

NR = 8.3%

13. What is your sex? (circle ONLY one)

51.6% 1. Female
39.8% 2. Male

NR = 8.6%

① LEVEL:

I	38.5%
II	49.7%
Mixed	10.6%

② TYPE:

ABE	63.6%
ESL	35.3%

③ D/N STATUS:

Day	56.7%
Eve	42.2%
NR	1.1%

1 4 0 2 2 2 2 D E S

(50) (69)

t-tests on demographics. A statistical analysis was performed on appropriate demographic items to test for significant differences between various strata groups. Demographic items which were in the form of continuous data were tested via the t-test. Tests were based upon the following strata groups:

1. Urban/rural status of the classroom.
2. ABE/ESL program membership.
3. Day or evening class sessions.
4. Previous ABE dropout status of current students (yes or no).

The t-test analysis was done across these strata with regard to the five continuous data demographic items. These items were:

Question 6. How many years have you lived in your neighborhood?

Question 7. How many months have you been in this adult education program?

Question 8. How old were you when you quit regular school?

Question 9. What was the highest grade you finished in regular school?

Question 11. In what year were you born?

Results of the analysis indicated five significant findings at alpha level .001. A summary of these results are shown in Table 80.

Urban/rural status. Concerning urban/rural status of the sampled districts and student demographics, two significant differences were found. First, it was found that rural students had lived in their neighborhoods significantly longer than urban dwellers, 10.4 years versus 7.6 years, (see Table 81). Additionally, it was found that rural students had been enrolled in their current adult education program significantly longer than their urban counterparts, 10.8 months versus 6.5 months, (see Table 82).

ABE/ESL Status. Concerning ABE/ESL programs, two significant differences were found, interestingly on the same two questions cited above. It was found that ABE students lived in their neighborhood significantly longer than ESL students, 9.8 years versus 3.7 years, (see Table 83). Next, the data indicated that ABE students had been enrolled in their current program significantly longer than the ESL students, 7.4 months versus 5.8 months (see Table 84).

Day/Night Status. In studying student participation in day or evening sessions, one significant difference was apparent in the data. It was found that day students had lived in their neighborhood significantly longer than had the evening students, 9.0 years versus 6.4 years, (see Table 85).

It is concluded from these statistical findings that rural dwellers appear to be significantly more stable residents of their area. It was also apparent that they tended to be more stable participants over time in the adult education programs. As expected, the ABE clients, largely native born, had lived in their neighborhood and had been enrolled in the program longer than their ESL counterparts.

There is no readily apparent educational conclusion to be drawn from the finding regarding day students' significantly longer residency in their neighborhood as compared to evening students. Sociologically, this may be indicative of neighborhood trust, security or personal safety issues.

Table 80: Analysis of Continuous Demographic Items

STRATA GROUPS	V#	Q#	Item	$\bar{X}$	Total #	Significant Diff. (α = .001)
URBAN/ RURAL	V130	6	How many years have you lived in your neighborhood?	10.4 7.6	1931	* R
	V131	7	How many months have you been in this adult ed. program?	10.8 6.5	1946	* R
	V132	8	How old were you when you quit regular school?	16.7 16.1	1618	
	V133	9	What was the highest grade you finished in reg. school?	9.5 9.2	1717	
	V135	11	In what year were you born?	47.2 45.5	1872	
ABE/ESL	V130	6	How many years have you lived in your neighborhood?	9.8 3.7	1907	* ABE
	V131	7	How many months have you been in this adult ed. program?	7.4 5.8	1922	* ABE
	V132	8	How old were you when you quit regular school?	16.2 16.2	1596	
	V133	9	What was the highest grade you finished in reg. school?	9.3 9.1	1694	
	V135	11	in what year were you born?	45.3 46.4	1848	
DAY/NITE	V130	6	How many years have you lived in your neighborhood?	9.0 6.4	1907	* D
	V131	7	How many months have you been in this adult ed. program?	7.0 6.6	1923	
	V132	8	How old were you when you quit regular school?	16.2 16.1	1596	
	V133	9	What was the highest grade you finished in reg. school?	9.3 9.1	1695	
	V135	11	In what year were you born?	45.6 45.7	1848	
DROP-OUT STATUS	V130	6	How many years have you lived in your neighborhood?	8.0 7.9	1832	
	V131	7	How many months have you been in this adult ed. program?	6.3 7.1	1851	
	V132	8	How old were you when you quit regular school?	16.2 16.2	1552	
	V133	9	What was the highest grade you finished in reg. school?	9.2 9.4	1637	
	V135	11	In what year were you born?	45.6 45.8	1784	

Key

* = Significant difference

Abbreviations show groups with highest values: R = Rural D = Day students

ABE = Adult Basic Education students

Table 81: Urban/Rural Status by Years in Neighborhood

```
1 S2 S3 S4 COMBINED                                                                  04-26-78

FILE   RLD      (CREATION DATE = 04-26-78)   (RANK,LOGO,DEMOGRAPHICS)
- - - - - - - - - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - - - - - - - - - - -

     VARIABLE  V130       HOW MANY YEARS HAVE YOU LIVED IN?
                                                        ANALYSIS OF VARIANCE

              SOURCE                D.F.    SUM OF SQUARES     MEAN SQUARES          F RATIO    F PROB.

         BETWEEN GROUPS               1        1315.2494         1315.2493          16.720    0.0000

         WITHIN GROUPS             1929      151740.6133           78.6628

         TOTAL                     1930      153055.8125



                                            STANDARD      STANDARD
GROUP          COUNT          MEAN         DEVIATION        ERROR          MINIMUM         MAXIMUM          95 PCT CONF INT FOR MEAN

GRP01            194       10.3763           11.4826       0.8244           1.0000         62.0000          8.7503  TO        12.0023
GRP02           1737        7.6310            8.5293       0.2047           1.0000         66.0000          7.2296  TO         8.0324

TOTAL           1931        7.9068            8.9053       0.2027           1.0000         66.0000          7.5093  TO         8.3042

          FIXED EFFECTS MODEL             8.8692       0.2018                                            7.5109  TO         8.3026

         RANDOM EFFECTS MODEL             2.4849       1.7571                                          -14.4188  TO        30.2323

TESTS FOR HOMOGENEITY OF VARIANCES

     COCHRANS C = MAX. VARIANCE/SUM(VARIANCES) = 0.6444, P = 0.000 (APPROX.)
     BARTLETT-BOX F =                            35.919, P = 0.000
     MAXIMUM VARIANCE / MINIMUM VARIANCE =        1.812
```

Table 82: Urban/Rural Status by Months in Program

```
1 S2 S3 S4 COMBINED                                                                   04-26-78
FILE   RLD      (CREATION CATE = 04-26-78)    (RANK,LOGO,DEMOGRAPHICS)
- - - - - - - - - - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - - - - - - - - - -

      VARIABLE  V131       HOW MANY MONTHS HAVE YOU BEEN IN?
                                                      ANALYSIS OF VARIANCE

             SOURCE                D.F.    SUM OF SQUARES      MEAN SQUARES          F RATIO    F PROB.

        BETWEEN GROUPS                1         3224.2432         3224.2432           41.915    0.0000

        WITHIN GROUPS              1945       149615.8516           76.9233

        TOTAL                      1946       152840.0625


                                               STANDARD        STANDARD
GRCUP         COUNT           MEAN           DEVIATION          ERROR           MINIMUM        MAXIMUM         95 PCT  CONF  INT FOR MEAN

GRP01           189        10.8148             11.0997          0.8074           1.0000         72.0000         9.2221    TO          12.4075
GRP02          1758         6.4681              8.4836          0.2023           1.0000         72.0000         6.0713    TO           6.8650

TOTAL          1947         6.8901              8.8623          0.2008           1.0000         72.0000         6.4962    TO           7.2840

                 FIXED EFFECTS MCDEL            8.7706          0.1988                                          6.5003    TO           7.2799

                RANDOM EFFECTS MODEL            3.9473          2.7912                                        -28.5753    TO          42.3555

TESTS FCR HOMOGENEITY OF VARIANCES

      COCHRANS C = MAX. VARIANCE/SUM(VARIANCES) = 0.6312, P = 0.000 (APPROX.)
      BARTLETT-BOX F =                            28.309, P = 0.000
      MAXIMUM VARIANCE / MINIMUM VARIANCE =        1.712
```

Table 83: ABE/ESL Status by Years in Neighborhood

```
1 S2 S3 S4 COMBINED                                                                          04-26-78

FILE    RLD       (CREATION DATE = 04-26-78)    (RANK,LOGO,DEMOGRAPHICS)
- - - - - - - - - - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - - - - - - - - - - -

     VARIABLE  V130        HOW MANY YEARS HAVE YOU LIVED IN?
                                                   ANALYSIS OF VARIANCE

              SOURCE             D.F.    SUM OF SQUARES     MEAN SQUARES         F RATIO    F PROB.

       BETWEEN GROUPS               1        15895.1263       15895.1250         221.682    0.0000

       WITHIN GROUPS             1905       136593.2813          71.7025

       TOTAL                     1906       152488.3750



                                          STANDARD        STANDARD
GROUP       COUNT          MEAN         DEVIATION         ERROR         MINIMUM        MAXIMUM          95 PCT CONF INT FOR MEAN

GRP01        1306        9.8683            9.5914        0.2654          1.0000        66.0000           9.3476  TO        10.3890
GRP02         601        3.6539            5.2503        0.2142          1.0000        43.0000           3.2333  TO         4.0745

TOTAL        1907        7.9098            8.9445        0.2048          1.0000        66.0000           7.5081  TO         8.3115

          FIXED EFFECTS MODEL              8.4677        0.1939                                          7.5295  TO         8.2901

         RANDOM EFFECTS MODEL              4.6849        3.3127                                        -34.1824  TO        50.0020

TESTS FOR HOMOGENEITY OF VARIANCES

     COCHRANS C = MAX. VARIANCE/SUM(VARIANCES) = 0.7694, P = 0.000 (APPROX.)
     BARTLETT-BOX F =                            248.210, P = 0.000
     MAXIMUM VARIANCE / MINIMUM VARIANCE =         3.337
```

Table 84; ABE/ESL Status by Months in Program

```
1 S2 S3 S4 COMBINED                                                               04-26-78
FILE   RLD      (CREATION DATE = 04-26-78)   (RANK,LOGO,DEMOGRAPHICS)
- - - - - - - - - - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - - - - - - - - - - -

    VARIABLE  V131       HOW MANY MONTHS HAVE YOU BEEN IN?
                                                   ANALYSIS OF VARIANCE

            SOURCE              D.F.    SUM OF SQUARES     MEAN SQUARES        F RATIO    F PROB.

      BETWEEN GROUPS              1       1145.9497        1145.9497          14.929    0.0001

      WITHIN GROUPS            1921     147454.1484          76.7590

      TOTAL                    1922     148600.0625



                                       STANDARD        STANDARD
GROUP       COUNT        MEAN         DEVIATION          ERROR         MINIMUM        MAXIMUM         95 PCT CONF INT FOR MEAN

GRP01        1287       7.3939          9.4514          0.2635         1.0000        72.0000         6.8771  TO        7.9108
GRP02         636       5.7531          7.1626          0.2840         1.0000        65.0000         5.1954  TO        6.3109

TOTAL        1923       6.8513          8.7929          0.2005         1.0000        72.0000         6.4580  TO        7.2445

           FIXED EFFECTS MODEL          8.7612          0.1998                                       6.4594  TO        7.2431

          RANDOM EFFECTS MODEL          1.2245          0.8661                                      -4.1540  TO       17.8565

TESTS FOR HOMOGENEITY OF VARIANCES

    COCHRANS C = MAX. VARIANCE/SUM(VARIANCES) = 0.6352, P = 0.000 (APPROX.)
    BARTLETT-BOX F =                            60.799, P = 0.000
    MAXIMUM VARIANCE / MINIMUM VARIANCE =        1.741
```

Table 85: Day/Night Status by Years In Neighborhood

```
1 S2 S3 S4 COMBINED                                                                      04-26-78

FILE  RLD     (CREATION DATE = 04-26-78)   (RANK,LOGO,DEMOGRAPHICS)
- - - - - - - - - - - - - - - - - - - - - - - - - - O N E W A Y - - - - - - - - - - - - - - - - - - - - - - - - - -

     VARIABLE  V130       HOW MANY YEARS HAVE YOU LIVED IN?
                                                 ANALYSIS OF VARIANCE

             SOURCE                D.F.    SUM OF SQUARES     MEAN SQUARES          F RATIO    F PROB.

        BETWEEN GROUPS               1        3023.5762        3023.5762            38.542    0.0000

        WITHIN GROUPS             1905      149444.2695          78.4484

        TOTAL                     1906      152467.8125


                                          STANDARD      STANDARD
GROUP        COUNT        MEAN        DEVIATION       ERROR         MINIMUM        MAXIMUM         95 PCT CONF INT FOR MEAN

GRP01        1122        8.9688        9.1116        0.2720        1.0000        66.0000         8.4351   TO         9.5025
GRP02         785        6.4102        8.4799        0.3027        1.0000        62.0000         5.8161   TO         7.0043

TOTAL        1907        7.9156        8.9439        0.2048        1.0000        66.0000         7.5139   TO         8.3173

           FIXED EFFECTS MODEL         8.8571        0.2028                                       7.5178   TO         8.3134

          RANDOM EFFECTS MODEL         1.8372        1.2991                                      -8.5914   TO        24.4225

TESTS FOR HOMOGENEITY OF VARIANCES

     COCHRANS C = MAX. VARIANCE/SUM(VARIANCES) = 0.5359, P = 0.013 (APPROX.)
     BARTLETT-BOX F =                              4.720, P = 0.030
     MAXIMUM VARIANCE / MINIMUM VARIANCE =         1.155
```

Interactions Between Groups

This section of the report discusses interactions between responses of students, teachers and administrators to questions that were asked of all three groups. Where differences in attitude or perception occur, these differences will be individually discussed.

Throughout this section responses of the three groups are shown on the same table. Administrator (A) responses are shown in green. Teacher (T) responses are shown in red and student (S) responses are shown in black. All of the tables are actual pages from the survey instruments. Bracketed phrases in the introductory stem indicate that this phrase varied for the three groups.

Life Role Competency (LRCs).

The LRC discussion will be divided into two sections, one on questions regarding students willingness to learn competencies or skills and the other on questions describing howwell students already know how to accomplish certain tasks.

Willingness to work* In the willing to work subdivision, Table 86 - 89 graphically illustrate the findings. The chi-square two-way test of independence was used to determine significant differences. Items that resulted in significant differences among group responses are marked with a red circle. Differences are significant at the alpha = .01 level.

First, observation illustrates that teachers, on the average, tended to have the lowest mean scores across all 48 items. In many instances it was found that student perceptions tended to agree more with responses of the administrators. It appeared that in many cases administrators tended to overestimate student willingness to learn various tasks while teachers tended to underestimate this willingness. Actual student willingness to learn the various tasks tended to be between the administrator and teacher perceptions of this willingness.

---

*'Willingness to work' refers to the stem in the instrument "willing to work to learn" certain skills. It is in no way related to employment. This phrase will appear throughout the report.

Significant differences. An analysis of specific line items indicated statistically significant differences as follows:

ITEM 103: "Explain a job to a new worker when employed."

In this instance a significant difference was found between the teachers and students and further between the teachers and administrators. No significant difference was found between administrators and students. Students and administrators tended to agree with the item more so than teachers. The skill of communication and competency of employment addressed in this item was apparently of more importance to students than teachers may have realized (see Table 86).

ITEM 104: "Figure out the cost of a hobby or vacation."

Again, as in the previous case, teachers' scores were significantly lower than those of both administrators and students. There was no significant difference between administrators and students. The line item implies the use of mathematic skills and a personal and family planning competency. Teachers tended to underestimate student willingness to learn about this item (see Table 86).

ITEM 106: "Get along with people different from them."

In this case there was no significant difference between teachers and students. However, administrators tended to agree more strongly with the item than the other two groups. Hence it was apparent that administrators tended to overestimate the willingness of the students to learn this task.

The particular item implied a measurement of communication skills and a competency of values clarification (see Table 86).

ITEM 109: "Talk to family members without arguing."

A significant difference was discovered between teachers and the remaining two groups on this item. Teachers tended to underestimate the students' willingness to learn this task. There was no significant difference between administrators and students. Apparently communication as related to student personal life, as measured by this item, was more important to students than the teachers recognized (see Table 86).

ITEM 205: "Avoid liquor and drug problems."

A statistically significant difference was found between the responses of teachers and the remaining two groups on this item. Again teachers underestimated student willingness to learn this task. There was no significant difference between students and administrators. The item implied a measurement of decision making as related to the students' personal life (see Table 87).

ITEM 210: "Figure out sales taxes."

A significant difference was found between teachers and the remaining two groups. It was apparent from the data that teachers tended to underestimate the willingness of students to learn such a task. The line item implied a measurement of mathematics skill as applied to student civic life (see Table 87).

ITEM 305: "Protect legal rights if arrested or sued."

A very large statistical difference was discovered in the response patterns on this item. Although students and administrators did not have any significant differences in attitude, teachers grossly underestimated the students willingness to learn the task. The item implied a measurement of decision making skills interacting with student civic life (see Table 88).

ITEM 405: "Decide who to vote for in an election."

On this item teachers responded significantly different from students and administrators. Teachers tended to underestimate the students' willingness to learn the task. Students and administrators were not significantly different on this item. The item attempted to measure the decision making skill as it relates to student civic life (see Table 89).

ITEM 406: "Enjoy work when employed."

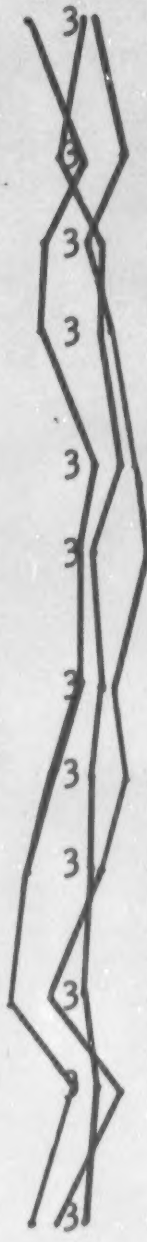
A significant difference was found between teachers' answers and the answers of the other two groups to this question. Again it was found that teachers tended to underestimate the willingness of students to learn the task. Further, although the difference was not statistically significant, it was found that students are more willing to learn this task than even the administrators had estimated. This was rather unusual since in most instances, as mentioned previously, student responses tended to be between teacher and administrator responses. This item was unusual in that student scores were the highest of the three groups. The item was intended to measure the skill of values clarification as it interacted with employment issues (see Table 89).

Table 86: Comparison of Group Responses on LRC Items 101-112, Willing to Work

Listed below are some things that ABE students may or may not be interested in learning. Please look at the list and circle the number that best shows how you think they feel.

[My ABE students are] willing to work very long and hard to learn how to:

No.	Item	A	T	S	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
101.	Find out what is in food they eat by reading food packages	3.24	2.49	3.04	1	2	3	4	(1)
102.	Fill out forms for financial assistance (examples: unemployment benefits, ADC)	3.56	3.06	2.96	1	2	3	4	
103.	Explain a job to a new worker, when employed	3.20	2.84	3.29	1	2	3	4	●
104.	Figure out the cost of a hobby or vacation	3.36	2.83	3.07	1	2	3	4	●
105.	Help the family through hard times (examples: serious illness, death of a loved one)	3.64	3.24	3.45	1	2	3	4	
106.	Get along with people different from them	3.72	3.03	3.15	1	2	3	4	●
107.	Read books that teach new work skills (example: books from a job training class)	3.48	3.03	3.31	1	2	3	4	
108.	Put their thoughts in writing	3.52	2.80	3.22	1	2	3	4	
109.	Talk to family members without arguing	3.36	2.46	3.21	1	2	3	4	●
110.	Use metric measurements like: meters, liters and kilometers	2.88	2.27	3.02	1	2	3	4	
111.	Protect themselves against unfairness at work	3.58	3.01	3.35	1	2	3	4	
112.	Decide what to believe in (examples: religions, superstitions)	2.83	2.55	3.01	1	2	3	4	(12)



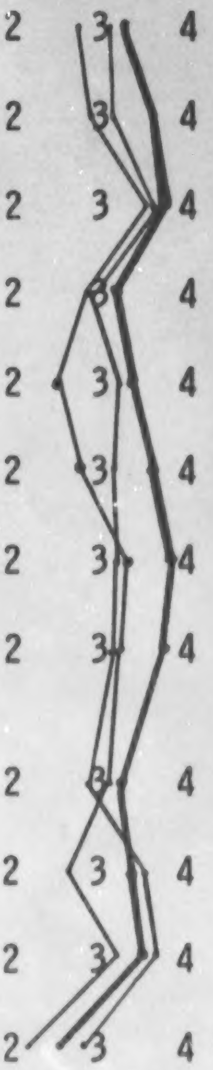
● = Significant at α = .01

Table 87: Comparison of Group Responses on LRC Items 201-212, Willing to Work

Listed below are some things that ABE students may or may not be interested in learning. Please look at the list and circle the number that best shows how you think they feel.

[My ABE students are] willing to work very long and hard to learn how to:

		A	T	S	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
201.	Read newspapers and magazine advertisements carefully enough to spot lies	3.21	2.75	3.14	1	2	3	4	(1)
202.	Fill out voter registration forms	3.63	2.98	3.14	1	2	3	4	
203.	Say the right thing at a job interview	3.71	3.53	3.69	1	2	3	4	
204.	Keep score in games (examples: bowling, cards)	3.08	2.91	2.93	1	2	3	4	
205.	Avoid liquor and drug problems	3.33	2.55	3.22	1	2	3	4	●
206.	Participate in our system of government	3.63	2.83	3.12	1	2	3	4	
207.	Read help wanted ads	3.92	3.30	3.27	1	2	3	4	
208.	Write a letter to a friend	3.63	3.29	3.12	1	2	3	4	
209.	Tell repairmen what to do (examples: plumbers, car mechanics)	3.25	3.08	2.93	1	2	3	4	
210.	Figure out sales taxes	3.33	2.84	3.43	1	2	3	4	●
211.	Decide what job training they need	3.50	3.19	3.66	1	2	3	4	
212.	Choose what sexual behavior is right for them	2.65	2.18	2.90	1	2	3	4	(12)



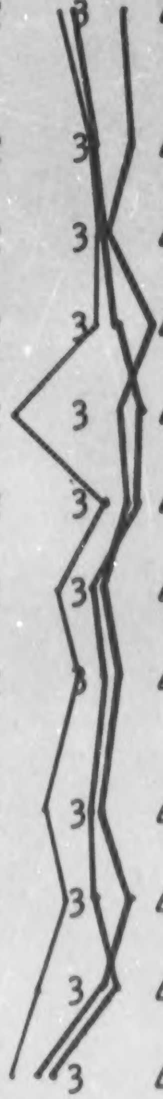
● = Significant at α = .01

Table 88: Comparison of Group Responses on Items 301-312, Willing to work

Listed below are some things that ABE students may or may not be interested in learning. Please look at the list and circle the number that best shows how you think they feel.

[My ABE students are] willing to work very long and hard to learn how to:

		A	T	S	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
301.	Use a voting machine or a paper ballot	3.50	2.71	2.92	1	2	3	4	(1)
302.	Do the paperwork for a job (examples: sales slips, work orders)	3.64	3.08	3.09	1	2	3	4	
303.	Talk about feelings and ideas to friends.	3.32	3.28	3.27	1	2	3	4	
304.	Use money wisely by figuring out a family budget	3.86	3.14	3.50	1	2	3	4	
305.	Protect their legal rights if arrested or sued	3.46	2.29	3.60	1	2	3	4	●
306.	Cooperate with others for success at work.	3.50	3.25	3.58	1	2	3	4	
307.	Read books for fun	3.32	2.80	3.04	1	2	3	4	
308.	Fill out forms at a health clinic or doctor's office	3.41	3.00	3.14	1	2	3	4	
309.	Give directions to someone using North, South, East, West	3.27	2.65	3.20	1	2	3	4	
310.	Use measuring tools on the job, when employed	3.73	2.99	3.23	1	2	3	4	
311.	Make decisions about using free time wisely	3.23	2.60	3.37	1	2	3	4	
312.	Decide how they feel about birth control	2.68	2.36	2.78	1	2	3	4	(12)



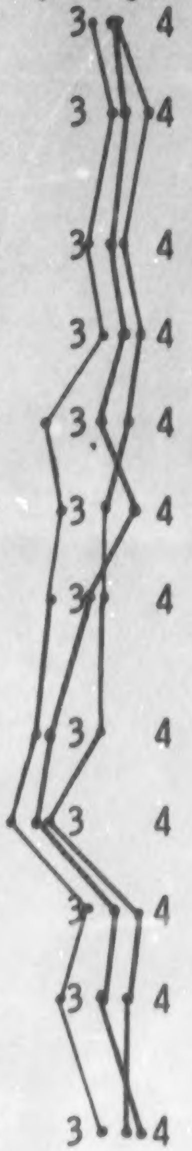
● = Significant at α = .01

Table 89: Comparison of Group Responses on LRC Items 401-412, Willing to Work

Listed below are some things that ABE students may or may not be interested in learning. Please look at the list and circle the number that best shows how you think they feel.

[My ABE students are] willing to work very long and hard to learn how to:

		A	T	S	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
401.	Read a newspaper to learn about what is going on in the world	3.42	3.11	3.41	1	2	3	4	(1)
402.	Fill in the spaces on a job application	3.92	3.41	3.45	1	2	3	4	
403.	Understand the meaning of things they see and hear on radio and T.V.	3.50	3.09	3.40	1	2	3	4	
404.	Figure out the best buys when shopping	3.77	3.24	3.50	1	2	3	4	
405.	Decide who to vote for in an election	3.62	2.71	3.27	1	2	3	4	●
406.	Enjoy their work, when employed	3.27	2.94	3.62	1	2	3	4	●
407.	Read magazines for pleasure	3.27	2.79	3.09	1	2	3	4	
408.	Order goods through the mail (examples: T.V. record offers, catalog orders)	3.25	2.54	2.67	1	2	3	4	
409.	Listen to others talk about politics	2.80	2.21	2.66	1	2	3	4	
410.	Understand what their paycheck deductions mean	3.83	3.09	3.47	1	2	3	4	
411.	Deal with changes in the world around them	3.68	2.96	3.39	1	2	3	4	
412.	Choose a way to live their lives that will bring them happiness	3.68	3.30	3.76	1	2	3	4	(12)



● = Significant at ∝ = .01

Ability of students to perform tasks. The second section of the LRC involved the perceptions of administrators, teachers and students regarding how well students already knew how to perform certain tasks. Tables 90 - 93 graphically illustrate the findings.

In summary it was shown that, in virtually every instance, students would most strongly indicate that they already knew how to perform the tasks. Teachers and administrators were in more agreement on their responses in this section than in the previous section. Students claimed to be better at most tasks, at least in their own perception, than administrators and teachers gave them credit for. However in most instances the differences were not statistically significant at the stringent alpha level of .01.

No differences were found between teacher and administrator responses. Students, on the other hand, had significantly higher opinions of what they knew how to do on the following items:

ITEM 106: "Get along with people different from me."
Skill of values clarification as related to student civic life (see Table 90).

ITEM 107: "Read books that teach new work skills."
Reading skill as related to employment issues (see Table 90).

ITEM 111: "Protect themselves against unfairness at work."
Decision making as related to employment issues (see Table 90).

ITEM 304: "Use money wisely by figuring out a family budget."
Mathematic skills as used in personal and family issues (see Table 92).

ITEM 307: "Read books for fun."
Reading skills related to aesthetic competence (see Table 92).

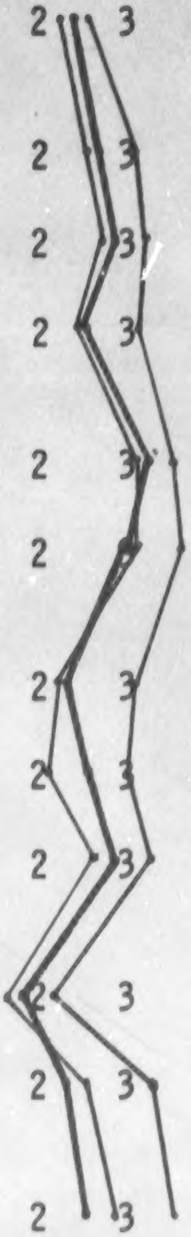
ITEM 404: "Figure out the best buys when shopping."
Mathematics as used in personal and family issues (see Table 93).

To reiterate, the issues listed above all indicated significant differences between students and the remaining two groups. Students believed they already knew how to do these skills more so than administrators or teachers believed they could. As is apparent, some of the items center around employability and money matters as related to the family. Differences within this section are not as striking as those found in the "willing to work" section discussed earlier. It is interesting to note, however, that the students' perceptions of what they already knew how to do was always higher than the other two groups' perceptions and that differences between administrator and teacher responses were never significantly different from each other.

Table 90: Comparison of Group Responses on LRC Items 101-112, Already Know

Listed below are some skills that ABE students may or may not already have. Please look at the list and tell us if you think they should already have these skills by circling the number that best shows how you feel.

[My ABE students should] already know how to:



	A	T	S	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
101. Find out what is in food they eat by reading food packages	2.39	2.31	3.42	1	2	3	4	(13)
102. Fill out forms for financial assistance (examples: unemployment benefits, ADC)	2.60	2.54	3.03	1	2	3	4	
103. Explain a job to a new worker, when employed	2.78	2.73	3.28	1	2	3	4	
104. Figure out the cost of a hobby or vacation	2.57	2.56	3.12	1	2	3	4	
105. Help the family through hard times (examples: serious illness, death of a loved one)	3.29	3.06	3.48	1	2	3	4	
106. Get along with people different from them	3.00	3.02	3.49	1	2	3	4	●
107. Read books that teach new work skills (example: books from a job training class)	2.38	2.36	3.05	1	2	3	4	●
108. Put their thoughts in writing	2.50	2.11	3.00	1	2	3	4	
109. Talk to family members without arguing	2.96	2.70	3.29	1	2	3	4	
110. Use metric measurements like: meters, liters and kilometers	1.96	1.80	2.14	1	2	3	4	
111. Protect themselves against unfairness at work	2.17	2.57	3.27	1	2	3	4	●
112. Decide what to believe in (examples: religions, superstitions)	2.50	2.97	3.47	1	2	3	4	(24)

● = Significant at α = .01

B 1 2 0

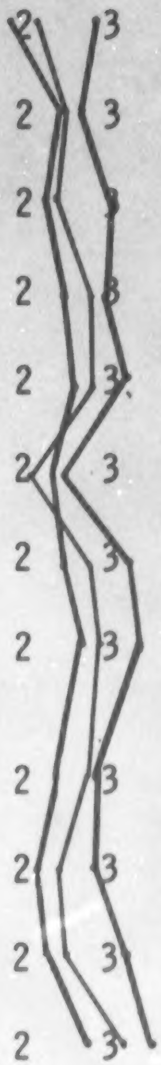
(50) (69)

le 91: Comparison of Group R s on LRC Items 201-212, Alrea w

Listed below are some skills that ABE students may or may not already have. Please look at the list and tell us if you think they should already have these skills by circling the number that best shows how you feel.

[My ABE students should] already know how to:

		A	T	S	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
201.	Read newspapers and magazine advertisements carefully enough to spot lies	1.92	2.10	2.83	1	2	3	4	(13)
202.	Fill out voter registration forms	2.40	2.41	2.62	1	2	3	4	
203.	Say the right thing at a job interview	2.20	2.28	3.00	1	2	3	4	
204.	Keep score in games (examples: bowling, cards)	2.44	2.71	2.87	1	2	3	4	
205.	Avoid liquor and drug problems	2.56	2.71	3.13	1	2	3	4	
206.	Participate in our system of government	2.21	2.01	2.42	1	2	3	4	
207.	Read help wanted ads	2.48	2.72	3.14	1	2	3	4	
208.	Write a letter to a friend	2.56	2.85	3.21	1	2	3	4	
209.	Tell repairmen what to do (examples: plumbers, car mechanics)	2.44	2.62	2.64	1	2	3	4	
210.	Figure out sales taxes	2.12	2.39	2.80	1	2	3	4	
211.	Decide what job training they need	2.20	2.54	3.11	1	2	3	4	
212.	Choose what sexual behavior is right for them	2.71	3.08	3.45	1	2	3	4	(24)



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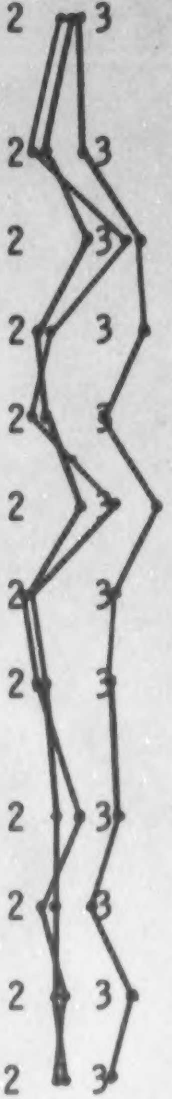
(50) 210 (69)

Table 92: Comparison of Group Responses on LRC Items 301-312, Already Know

Listed below are some skills that ABE students may or may not already have. Please look at the list and tell us if you think they already have these skills by circling the number that best shows how you feel.

[My ABE students] already know how to:

		A	T	S	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
301.	Use a voting machine or a paper ballot	2.67	2.50	2.73	1	2	3	4	(13)
302.	Do the paperwork for a job (examples: sales slips, work orders)	2.26	2.13	2.76	1	2	3	4	
303.	Talk about feelings and ideas to friends	2.85	3.19	3.33	1	2	3	4	
304.	Use money wisely by figuring out a family budget. . .	2.31	2.39	3.40	1	2	3	4	●
305.	Protect their legal rights if arrested or sued	2.19	2.10	3.00	1	2	3	4	
306.	● Cooperate with others for success at work	2.70	3.04	3.53	1	2	3	4	
307.	Read books for fun	2.08	2.09	3.06	1	2	3	4	●
308.	Fill out forms at a health clinic or doctor's office. . .	2.33	2.35	3.02	1	2	3	4	
309.	Give directions to someone using North, South, East, West	2.67	2.48	3.10	1	2	3	4	
310.	Use measuring tools on the job, when employed . . .	2.37	2.45	2.94	1	2	3	4	
311.	Make decisions about using free time wisely	2.50	2.46	3.34	1	2	3	4	
312.	Decide how they feel about birth control	2.54	2.68	3.07	1	2	3	4	(24)



● = Significant at α = .01

☐☐☐☐☐☐☐☐ B 2 ☐☐☐☐☐

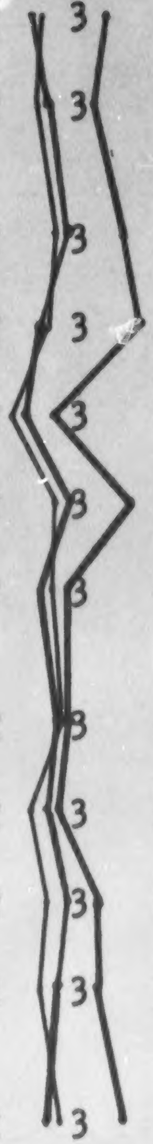
(50) (69)

Table 93: Comparison of Group Responses on LRC Items 401-412, Already Know

Listed below are some skills that ABE students may or may not already have. Please look at the list and tell us if you think they should already have these skills by circling the number that best shows how you feel.

[My ABE students should] already know how to:

		A	T	S	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
401.	Read a newspaper to learn about what is going on in the world	2.46	2.54	3.25	1	2	3	4	(13)
402.	Fill in the spaces on a job application	2.59	2.55	3.19	1	2	3	4	
403.	Understand the meaning of things they see and hear on radio and T.V.	2.82	2.79	3.35	1	2	3	4	
404.	Figure out the best buys when shopping	2.55	2.70	3.38	1	2	3	4	●
405.	Decide who to vote for in an election	2.38	2.24	2.87	1	2	3	4	
406.	Enjoy their work, when employed	2.95	2.87	3.42	1	2	3	4	
407.	Read magazines for pleasure	2.52	2.60	2.97	1	2	3	4	
408.	Order goods through the mail (examples: T.V. record offers, catalog orders)	2.57	2.60	2.68	1	2	3	4	
409.	Listen to others talk about politics	2.55	2.30	2.58	1	2	3	4	
410.	Understand what their paycheck deductions mean	2.95	2.64	3.26	1	2	3	4	
411.	Deal with changes in the world around them	2.81	2.52	3.15	1	2	3	4	
412.	Choose a way to live their lives that will bring them happiness.	2.67	2.72	3.56	1	2	3	4	(24)



● = Significant at α = .01

A 2

(50) (69)

Ranking of Skills

A two-way chi-square test of independence provided the statistical analysis for the comparison of group skills subsection. Regarding how important each skill was to students, a significant difference was found in the area of reading skills. Students considered this skill less important than administrators or teachers. There was no significant difference between the responses of administrators and teachers.

Concerning how well students could already do each skill, a significant difference was found with regard to writing. Generally, students indicated that they could perform the writing skill better than administrators and teachers thought they could. No other significant differences were found between the groups. Mean rankings for each group and significant differences are shown in Table 94.

ADMINISTRATORS	GREEN SQUARE
TEACHER	RED SQUARE
STUDENTS	BLACK SQUARE

Table 94: Comparison of Group Responses to Ranking of Skills

1. Listed below are six skills adult learners could learn in ABE classes. Please tell us how important you think each skill is to them by marking a 1 next to the skill they want to learn first, a 2 next to the skill they want to learn second, a 3 next to the skill they want to learn third, and a 4 next to the skill they want to learn fourth.

	A	T	S
Writing	3.24	2.90	2.95
Decision Making	4.29	4.38	3.61
Speaking, Listening, Remembering	3.07	2.81	2.38
Forming Values and Setting Goals	4.79	4.98	3.79
Reading ●	1.68	1.29	2.74
Arithmetic	3.22	3.27	3.61

2. Listed below are six skills adult learners could use in everyday life. Please tell us how well you think your ABE students can already do each skill by marking a 1 next to the skill they can do best, a 2 next to the skill they can do second best, a 3 next to the skill they can do third best, and a 4 next to the skill they can do fourth best.

	A	T	S
Writing ●	4.15	4.16	2.89
Decision Making	3.02	2.69	2.99
Speaking, Listening, Remembering	2.17	2.62	2.96
Forming Values and Setting Goals	3.53	3.08	3.72
Reading	3.25	3.44	2.74
Arithmetic	3.27	3.33	3.62

● = Significant at α = .01

Logos

Administrators tended to be more conservative by picking the logo currently in use in far greater numbers than teachers or students. Administrators picked the current "You Can" logo almost four times more frequently than did students. The three groups showed substantial agreement on the logo, "Get Your Diploma." As second and third contenders, the two "You Can Learn" logos were also reasonably popular.

It was concluded from the analysis that while the current "You Can" logo is more appealing to administrators, it is quite unappealing to students. The "Get Your Diploma" logo tended to be the overall optimum choice.

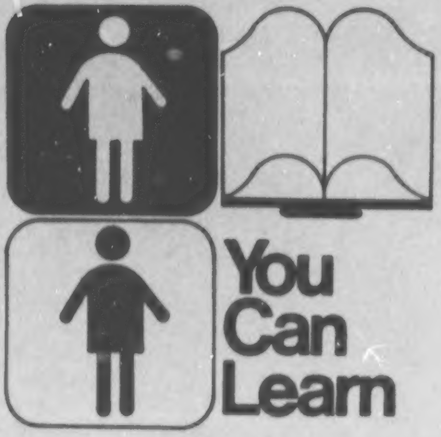
See Table 95 for specific percentages for the three groups.

Table 95: Comparison of Group Choice of Logos

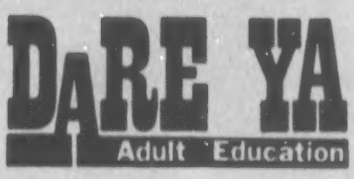
Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture carefully and tell us which two you like best.

Mark an "X" in the box next to the two pictures you like best:

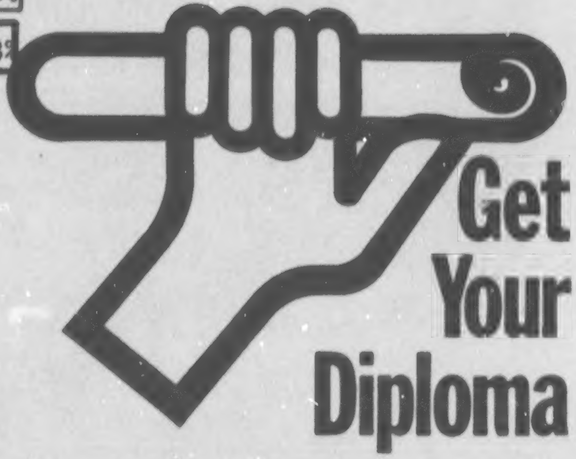
☐
A 38%
T 30%
S 39%


You
Can
Learn

☐
A 9.8%
T 11%
S 13%


DARE YA
Adult Education

☐
A 45%
T 35%
S 43%


Get
Your
Diploma

☐
A 15%
T 16%
S 28%

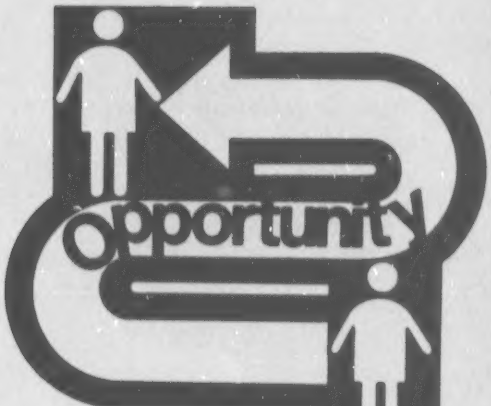
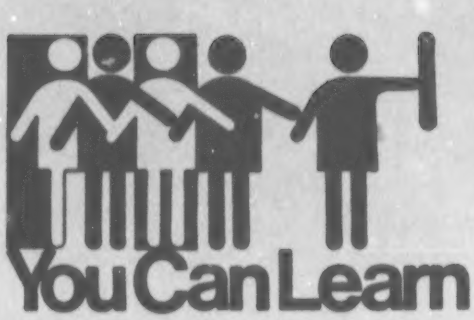

opportunity

Table 95 (continued)

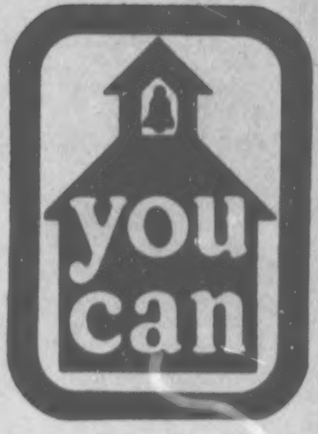
☐

A 51%
T 37%
S 33%


YouCanLearn

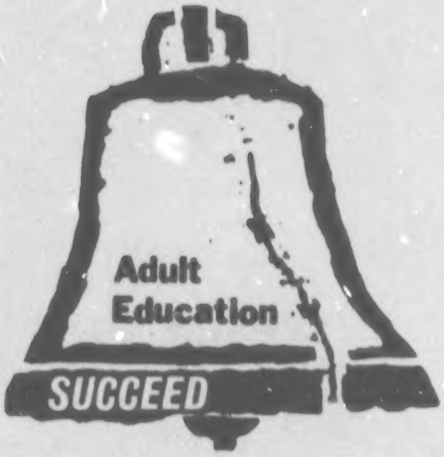
☐

A 83%
T 37%
S 24%



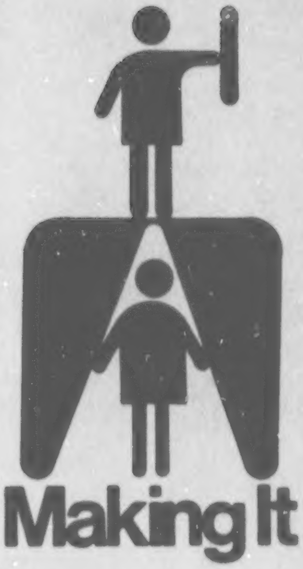
☐

A 24%
T 16%
S 24%


Adult
Education
SUCCEED

☐

A 17%
T 20%
S 27%



☐ ☐ ☐ ☐ ☐ ☐ ☐ R L ☐ ☐ ☐ ☐ ☐
(50) (69)

Motivations for Participation/Non-Participation in Program

An analysis of the percentage of responses to each of the line items in this part was made across the three groups. Only significant differences between the groups will be discussed.

Non-Participation Motives. With regard to why people don't come to adult education classes, four significant differences were located. First, it was found that administrators and teachers varied significantly from students concerning the issue of publicity about adult education classes. Administrators, particularly, tended to recognize this as a much greater reason for lack of attendance than did students. Thus, the student-directed publicity surrounding the program may not be as poor as administrators or teachers think it is (see Table 96).

Secondly, regarding the issue of prospective students being afraid of the class work, again significant differences were found. In this case significant differences occurred between all three groups. Administrators considered this fear element to be a very strong reason for non-attendance. Teachers considered it to be less strong reason and students considered it the least strong of the three groups. It is important to note that a very large percent of administrators, 82 percent, regarded this fear as a reason for people not attending adult education classes. Even in the students' case as many as 46 percent believed it was a reason for non-attendance (see Table 96).

Concerning others adults being afraid of new experiences the findings were somewhat similar. However, the student group felt that this was substantially less of a problem than the fear of classwork experience cited earlier. The significant differences between the three groups were still evident and were in the same order as in the previous section: administrators, teachers, students (see Table 96).

Non-attendance because of embarrassment over the inability of a person to handle basic skills resulted in significantly different responses across the three groups. Although listed as an important reason by each group, administrators, particularly, ranked the item highest. An overwhelming majority agreed that it was a reason for non-attendance. At the lower end of the percentage scale, still nearly one-half of the students, 49 percent, indicated it as a reason for non-attendance by others. All three groups were statistically different from each other in the same direction as previously reported. That is, administrators ranked it highest, teachers second and students last (see Table 96).

Starting adult education. Concerning reasons why students started in the adult education program, differences in perception were not so dramatic as in the section above. The one finding of extreme interest was that students felt significantly more strongly than the other groups that they started attending classes to become better informed. Teachers and administrator responses were not significantly different on this issue. It was apparent that becoming better informed was a much more important reason for students starting in the adult education program than teachers and administrators realized (see Table 97).

In contrast, teachers and administrators tended to think that completing high school or passing the G.E.D test was more of an academic motive than the students themselves indicated. This tends to place the apparent student motivation for starting the program less on "goal-oriented" issues and more on general "learning-oriented constructs"(see Table 97).

Continuing adult education. Regarding why students keep coming to adult education classes, three significant findings were discovered. Importantly, students'"getting money for coming to classes" was considered as a much less important reason by students than by teachers or administrators. Secondly, students tended to like the way the school was run significantly more than administrators or teachers thought they did. Lastly, students did not consider liking the other adult learners as of much importance as administrators or teachers thought they did. (see Table 97).

In conclusion, the findings tended to illustrate that students were apparently enjoying school for academic reasons and not regarding it as a social function or something to be done for payment. The perceptual differences among groups on these three issues are believed to be extremely important.

Table 96: Group Comparisons of Motives for ABE Non-Participation

Listed below are some reasons that keep people from taking adult education classes. Please think of people you know who need more education and tell us why they don't come to classes. (Circle ONLY those that apply to people you know)

People I know don't come to adult education classes because they:

		A	T	S
1. Don't know about adult education classes.	●	43%	36%	29%
2. Are afraid they can't do the class work.	●	82%	66%	46%
3. Don't think it will do them any good.		43%	47%	36%
4. Don't like where the classes are held.		8%	11%	11%
5. Don't like when the classes are held.		12%	16%	12%
6. Can't afford the costs (examples: books, transportation).		16%	10%	25%
7. Don't have time.		43%	45%	50%
8. Can't get a babysitter.		55%	50%	34%
9. Are afraid of new experiences.	●	82%	52%	27%
10. Dislike school.		49%	36%	32%
11. Don't live in one place long enough.		27%	17%	13%
12. Are afraid of being robbed or beaten up.		2%	5%	12%
13. Are embarrassed to admit that they can't read or write.	●	90%	63%	49%
14. Other, write in: ________________________		16%	24%	14%

____

● = Significant at α = .01

Table 97: Group Comparisons of Motives for ABE Participation

Listed below are some reasons why adults start coming to adult education classes. Look over the list and tell us why [you think ABE students] started coming to adult education classes. (Circle ONLY the main reasons)

[Students] in this ABE program started coming to adult education classes to:

A	T	S		
78%	65%	51%	1.	Improve their job situation.
73%	73%	55%	2.	Complete a high school diploma or pass the G.E.D. test. ●
92%	85%	74%	3.	Improve their basic skills (reading, writing, arithmetic).
61%	44%	57%	4.	Feel better about themselves.
20%	34%	37%	5.	Get ready to go to college, trade or vocational school.
41%	66%	47%	6.	Learn English.
29%	37%	40%	7.	Meet people.
14%	19%	52%	8.	Become better informed. ●
31%	22%	45%	9.	Be better able to take care of their family.
14%	16%	10%	10.	Other (write in) ______________________

Listed below are some reasons why adults keep coming to adult education classes. Look over the list and tell us why [you think ABE students] keep coming to adult education classes. (Circle ONLY the main reasons)

[Students] in this ABE program keep coming to adult education classes because:

A	T	S		
35%	47%	55%	1.	Like the school work. (39)
51%	40%	50%	2.	Like the classrooms and learning materials.
90%	82%	80%	3.	Are learning something useful.
78%	65%	67%	4.	Think the teachers are good.
39%	40%	9%	5.	Get money for coming. ●
29%	22%	47%	6.	Like the way the school is run. ●
61%	64%	42%	7.	Like the other adult learners. ●
6%	5%	23%	8.	Don't have too many personal problems.
92%	82%	74%	9.	Think they are accomplishing something.
41%	35%	40%	10.	Get praise from their friends and family.
10%	16%	10%	11.	Other (write in) ______________________

● = Significant at α = .01 (49)

Preferred Teacher Characteristics

Regarding self-described personality characteristics of teachers as compared to students' and administrators' preferred teacher characteristics, no statistically significant differences between groups were found.

Desirable and undesirable traits as expressed by the three groups are shown below. The findings are graphically represented in Table 98.

Traits of highest desirability:

ITEM 4:	Hard working and successful at getting things done.
ITEM 10:	Unselfish and thoughtful of others.
ITEM 14:	Confident and stable.

Traits of highest undesirability:

ITEM 6:	Outspoken and interested in getting their own way.
ITEM 7:	Close to other people and unsure of themselves.
ITEM 11:	Demanding and short tempered.

Apparently there is little disagreement regarding the importance of various teacher traits to students and administrators as compared to the teachers' own self-perception of their already having such traits.

Table 98: Group Comparisons of Teacher Preferred Characteristics

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often [you want] ABE teachers to show each behavior in class.

How often [do you want ABE teachers to be:]	A	T	S	Never	Sometimes	Often	Almost Always
1. Cautious and careful	2.73	2.79	3.10	1	2	3	4
2. Tidy and thorough	3.00	3.10	3.25	1	2	3	4
3. More interested in feelings than scientific rules	3.44	3.40	3.04	1	2	3	4
4. Hardworking and successful at getting things done	3.61	3.40	3.39	1	2	3	4
5. High-strung and restless	1.17	1.55	1.45	1	2	3	4
6. Outspoken and interested in getting their own way	1.44	1.71	1.74	1	2	3	4
7. Close to other people and unsure of themselves	1.16	1.58	1.65	1	2	3	4
8. Entertaining and enthusiastic	3.29	3.19	2.97	1	2	3	4
9. Old-fashioned and practical	2.37	2.30	2.08	1	2	3	4
10. Unselfish and thoughtful of others	3.68	3.33	3.23	1	2	3	4
11. Demanding and short-tempered	1.22	1.31	1.48	1	2	3	4

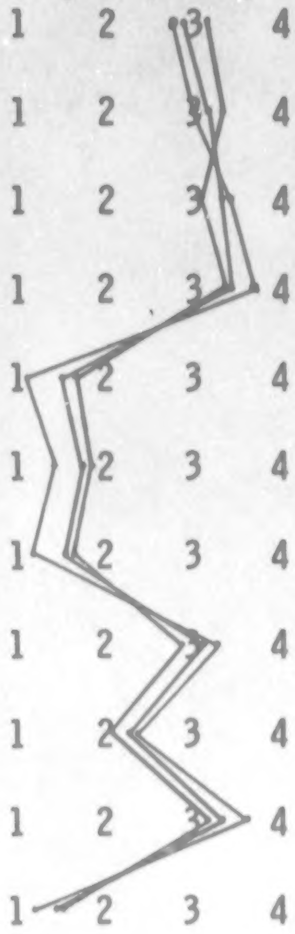
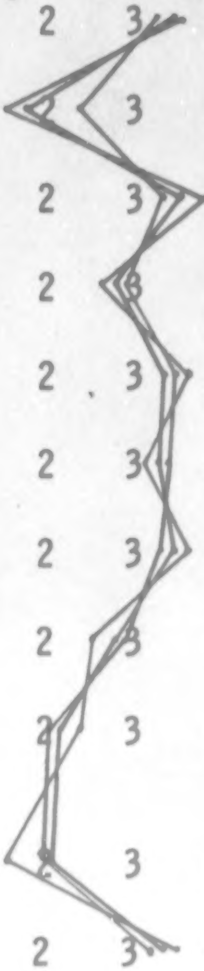


Table 98 (continued)

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you think you show each behavior in class.

How often are you:	A	T	S	Never	Sometimes	Often	Almost Always
12. Patient and agreeable	3.56	3.55	3.29	1	2	3	4
13. Carefree and not involved in other people's lives	1.60	1.81	2.25	1	2	3	4
14. Confident and stable	3.86	3.50	3.45	1	2	3	4
15. Quiet and private about personal feelings	2.62	2.74	2.81	1	2	3	4
16. Relaxed and calm	3.58	3.32	3.46	1	2	3	4
17. Soft-spoken and gentle	3.07	3.14	3.20	1	2	3	4
18. Curious and interested in solving problems	3.66	3.51	3.41	1	2	3	4
19. Easygoing and not too busy	2.58	2.75	2.88	1	2	3	4
20. Daring and bold	2.46	2.28	2.05	1	2	3	4
21. Not concerned about small details and not into planning everything ahead.	1.57	2.05	1.93	1	2	3	4
22. Willing to try new ideas and ways of doing things	3.55	3.51	3.45	1	2	3	4



Teacher and Administrator Demographics

A comparison of teacher and administrator responses in the demographic section of their instruments was made. A number of interesting and significant differences between the two groups were discovered. See Table 99 for specific percentages for each group. Significant differences at an alpha level of .01 are marked with red circles.

It was found that teachers spend approximately two-thirds of their employment time in ABE while administrators spend just over one-third of their time in the program. Also, administrators, on the average, had only about one and one-half years more experience in ABE then the teachers.

Figures concerning classes taught by either of the two groups indicated that 41 percent of the administrators had not taught during the past academic year.

Homemaking was a major employment commitment for part-time ABE teachers. The other major employment commitment was as a secondary school administrator or as some other unspecified worker.

Concerning education, it was found that administrators are significantly more likely to hold masters or doctorate degrees than teachers.

In reference to the holding of various teaching certificates, it was found that administrators generally held more different types of certificates and had had them for longer periods of time than teachers. Differences between the two groups were particularly noticeable for secondary permanent certificates and again for elementary/secondary permanent certificates.

Regarding ABE training functions and teacher and administrator attendance, it was found that administrators attended lectures or conferences significantly more often than teachers. Other differences between the groups in similar activities, i.e. workshops, institutes undergraduate classes, graduate classes, were not statistically significant.

Concerning basic demographics, administrators on the average were found to be five years older than teachers. The mean age of administrators, as of this date, was 42. Significantly more teachers than administrators were of the black race. A very large proportion of teachers tended to be female while administrators tended to be male.

Table 99: Comparison of Teacher and Administrator Demographic Data

NR=No response, no answer, refused, mis-coded, etc.

	A (N=98)	T (N=274)
1. What is your current position in ABE? (circle ONLY one)		
1. ABE teacher, full-time (more than 21 hrs. per week)	0%	28%
2. ABE teacher, part-time (less than 20 hrs. per week)	0%	53%
3. ABE administrator, full-time (more than 21 hrs. per week)	25%	0%
4. ABE administrator, part-time (less than 20 hrs. per week)	54%	0%
5. Primarily ABE teacher, part-time ABE administrator	1%	2%
6. Primarily ABE administrator, part-time ABE teacher	3%	1%
7. Other (write in) ________________	10%	7%
2. What approximate percentage (%) of your employment time during the academic year 1977-78 (including summer) will be spent in ABE? (write in)		
__ __ __ % ●	38%	63%
3. How many years of experience in any role, do you have in ABE? (Round off to the nearest year.) (write in)		
__ __ Years ● $\bar{X}$=	5.56 yrs	4.08 yrs
4. What type of classes have you taught in the academic year 1977-78? (circle ALL that apply)		
1. Adult Basic Education (ABE)	16%	73%
2. English as a Second Language (ESL)	10%	38%
3. Adult Secondary Education (ASE)	10%	21%
4. GED preparation	29%	32%
5. None ●	41%	1%
6. Other (write in) ________________	5%	17%

● = Significant at α = .01

5. If you are part-time in ABE, what is your other major employment commitment? (circle ONLY one)

		A	T
1. I am not part-time in ABE		21%	11%
2. Teaching elementary, (K-6)		0%	10%
3. Teaching secondary, (7-12)		5%	10%
4. Teaching college or university		0%	1%
5. Guidance, counseling		1%	1%
6. Elementary school administrator		1%	0%
7. Secondary school administrator		7%	0%
8. No other major employment commitment		0%	2%
9. Homemaker	●	1%	17%
10. Work outside education (business, industry, government)		5%	4%
11. Other (write in) ______________________		42%	22%
		17% NR	38% NR

6. What is the highest degree you finished in regular school or college? (circle ONLY one)

		A	T
1. High school		1%	2%
2. Associate degree		0%	2%
3. Bachelors degree		5%	56%
4. Masters (M.A., M.S., M.Ed.)	●	81%	32%
5. Doctorate (Ph.D., Ed.D.)	●	4%	0%
6. Other (write in) ______________________		9%	8%

● = Significant at α = .01

7. In what year did you receive each of your certificates? (Fill in the year for ALL that apply)

			% WHO RECEIVED EACH CERTIFICATE		
		A			T
19 __ __ Elementary Provisional		A	34%	48%	T
19 __ __ Elementary Permanent		A	30%	39%	T
19 __ __ Secondary Provisional	●	A	52%	37%	T
19 __ __ Secondary Permanent	●	A	44%	27%	T
19 __ __ Elementary/Secondary Provisional		A	21%	14%	T
19 __ __ Elementary/Secondary Permanent	●	A	19%	8%	T
19 __ __ Elementary 30 Hour Continuing		A	6%	5%	T
19 __ __ Secondary 30 Hour Continuing		A	13%	4%	T
19 __ __ Elementary/Secondary 30 Hour Continuing		A	8%	4%	T
19 __ __ Elementary 18 Hour Continuing		A	5%	5%	T
19 __ __ Secondary 18 Hour Continuing		A	6%	4%	T
19 __ __ Elementary/Secondary 18 Hour Continuing		A	1%	3%	T

8. List any endorsements you have on your certificate (examples: special education, 9-12 Social Studies, 7-9 English, etc.) (write in)

______________________ ______________________

______________________ ______________________

9. How many, if any, of each of the following ABE training functions have you attended during the last 3 years? (Write in the number of times you have attended each function within the last 3 years)

		$\bar{X}$	$\bar{X}$
1. __ __ Lecture, conference (one day or less)	●	7.00	4.15
2. __ __ Workshop (2-5 days)		3.94	4.04
3. __ __ Institute (6 days or more)		1.93	3.75
4. __ __ Undergraduate classes in adult education		1.00	---
5. __ __ Graduate classes in adult education		3.00	1.90
6. __ __ Other (write in) ______________		---	---

● = Significant at α = .01

		A	T
10. Your most recent attendance at an ABE training function was: (circle ONLY one)			
1. During the past six months		47%	42%
2. 6 months to 1 year ago		33%	15%
3. More than 1 year ago		8%	9%
4. Have never attended an ABE training function		7%	33%
		5% NR	1% NR
11. How many years have you lived in your neighborhood? (write in)			
___ ___ Years		12.37 yrs	10.84 YRS
12. What language is most often spoken by your family at home? (circle ONLY one)		100% English	99% English, 1% Other
1. English			
2. Spanish			
3. Arabic			
4. Chaldean			
5. Greek			
6. Vietnamese			
7. Italian			
8. American Indian			
9. Chinese			
10. German			
11. Polish			
12. Other (write in)			
13. In what year were you born? (write in)			
19 ___ ___	●	$\bar{X}$ = 1936	$\bar{x}$= 1941
14. What is your race? (circle ONLY one)			
1. Black	●	7%	14%
2. White	●	88%	81%
3. Latino, Hispanic		0%	2%
4. Asian, Pacific Islander		0%	1%
5. American Indian		1%	0%
		4% NR	2% NR
15. What is your sex? (circle ONLY one)			
1. Female	●	22%	77%
2. Male	●	78%	21%

● = Significant at α = .01

D E T

Teacher Competencies

Similar to the life role competency subsection shown earlier, this section was designed in two distinct parts. The first part asked for teacher and administrator perceptions of the teachers' willingness to learn certain tasks. The second part consists of these same questions, but it asked how well teachers already know how to perform these tasks.

Willingness to work. In analyzing the willingness to work section, four significant findings were discovered. First on Item 101, administrators thought teachers should be willing to work significantly more than teachers expressed their willingness to work to learn about assesing reasons for adult learner enrollment in ABE programs. On Item 107 administrators also thought teachers should be willing to work significantly more than teachers were willing to work to learn about differentiating between teaching adults and teaching children.

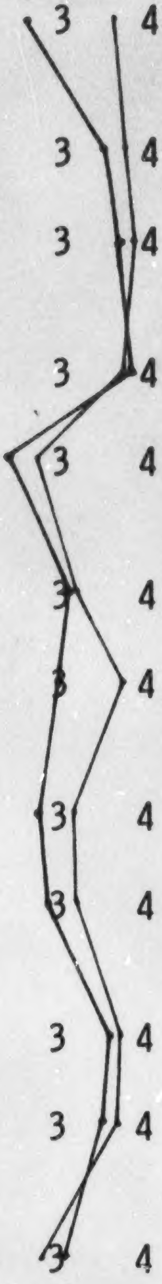
On Item 302 administrators said teachers should be willing to work significantly more strongly than teachers were willing to work to learn the difference between goals and objectives. On Item 307 once again administrators thought teachers should be willing to work significantly more than teachers were willing to work to learn about selecting curricula that would help adult learners in personal and family management. Both groups strongly agreed that teachers should learn more about selecting curriculum that would help adult learners develop employability and occupational skills (see Table 100).

Table 100: Teacher and Administrator Responses on Teachers' Willingness to Learn Tasks

Listed below are some things that you may or may not be interested in learning as an ABE [teacher]. Please look at each item and circle the number that best shows how you feel.

[I]am willing to work very long and hard (even pay tuition if necessary) to learn how to:

		A	T	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
101.	Assess reasons for adult learners' enrollment in adult basic education programs	3.52	2.66	1	2	3	4	●
102.	Select a curriculum that will help the learner become a problem solver	3.60	3.43	1	2	3	4	
103.	Reinforce positive attitudes toward learning	3.84	3.47	1	2	3	4	
104.	Select a curriculum that will help adult learners develop employability and occupational skills	3.64	3.72	1	2	3	4	
105.	State objectives in behavioral terms	2.76	2.41	1	2	3	4	
106.	Assess new developments, recent recommendations and current issues in adult education	3.12	3.06	1	2	3	4	
107.	Differentiate between teaching adults and teaching children	3.88	3.00	1	2	3	4	●
108.	Select a curriculum that offers opportunities for values clarification	3.08	2.78	1	2	3	4	
109.	Use mass media for educational purposes	3.08	2.94	1	2	3	4	
110.	Determine the ways in which individuals learn most effectively	3.76	3.65	1	2	3	4	
111.	Evaluate my own teaching effectiveness	3.72	3.57	1	2	3	4	
112.	Recognize the nature and intent of adult basic education legislation, including financing	2.96	3.04	1	2	3	4	



● = Significant at α = .01

Table 100 (continued)

Listed below are some things that [you] may or may not be interested in learning as an ABE teacher. Please look at each item and circle the number that best shows how you feel.

[I] am willing to work very long and hard (even pay tuition if necessary) to learn how to:

		A	T	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
201.	Interpret national, state and local objectives in adult basic education	3.08	2.74	1	2	3	4
202.	Counsel students on personal matters	3.08	3.23	1	2	3	4
203.	Select a curriculum based on the interests and needs of the learner	3.67	3.73	1	2	3	4
204.	Devise teaching strategies that will help learners develop a sense of confidence	3.96	3.78	1	2	3	4
205.	Choose instructional materials that are consistent with curricular goals.	3.83	3.59	1	2	3	4
206.	Give learners continuous feedback on their educational progress	3.79	3.60	1	2	3	4
207.	Recognize symptoms of physical defects, such as vision or hearing loss, that may account for learning problems	3.74	3.38	1	2	3	4
208.	Choose a curriculum that will help learners become aware of their own and others needs, opinions and feelings	3.54	3.33	1	2	3	4
209.	Construct teaching materials.	3.25	3.28	1	2	3	4
210.	Communicate effectively with learners.	3.88	3.72	1	2	3	4
211.	Contribute to the process of program evaluation	3.58	3.39	1	2	3	4
212.	Interpret the adult basic education program to other teachers and the community	3.42	3.34	1	2	3	4

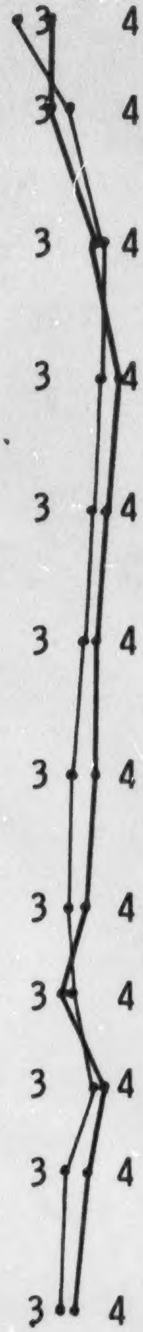
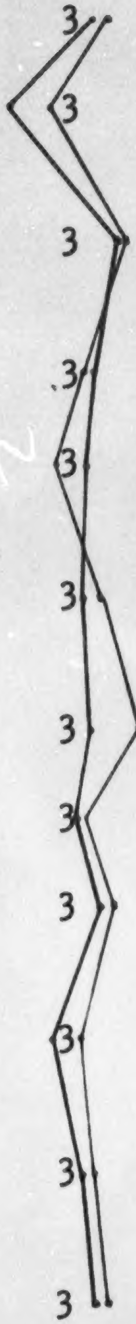


Table 100 (continued)

Listed below are some things that you may or may not be interested in learning as an ABE teacher. Please look at each item and circle the number that best shows how you feel.

[I] am willing to work very long and hard (even pay tuition if necessary) to learn how to:

		A	T	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
301.	Plan classroom strategies based on the special needs of economically disadvantaged people in various ethnic groups	3.46	3.25	1	2	3	4	
302.	Differentiate between goals and objectives	2.86	2.36	1	2	3	4	●
303.	Devise practical activities for learners to reinforce classroom instruction	3.68	3.65	1	2	3	4	
304.	Modify instruction to account for the social and psychological effects of aging	3.09	3.15	1	2	3	4	
305.	Choose tests that yield necessary data on learners	2.96	3.15	1	2	3	4	
306.	Assess learning anxieties specific to certain groups of learners	3.32	3.12	1	2	3	4	
307.	Select a curriculum that will help adult learners in personal and family management	3.86	3.33	1	2	3	4	●
308.	Work in a team teaching situation	3.14	3.08	1	2	3	4	
309.	Encourage learner participation in the classroom	3.68	3.55	1	2	3	4	
310.	Adjust the administration and interpretation of tests according to the behavioral characteristics of adults	3.10	2.83	1	2	3	4	
311.	Select a curriculum that will help adult learners become aware of their civic and social responsibilities	3.36	3.27	1	2	3	4	
312.	Design an individual instructional plan for each student based on the findings of diagnostic tests	3.50	3.46	1	2	3	4	



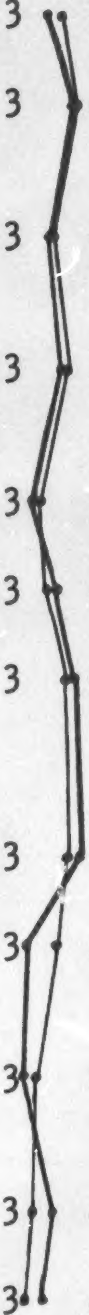
● = Significant at α = .01

Table [illegible] (continued)

Listed below are some things your teachers may or may not need to learn for their work in ABE. Tell us how interested they should be in learning these skills by circling the number that best shows how you feel.

Teachers in this ABE program should be willing to work long and hard (even pay tuition if necessary) to learn how to:

		A	T	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
401.	Refer learners to appropriate agencies that service social, educational and training needs	3.39	3.51	1	2	3	4
402.	Try new approaches in the classroom	3.70	3.71	1	2	3	4
403.	Relate information about the job market to the vocational interests of the learners	3.41	3.42	1	2	3	4
404.	Plan instructional activities that relate community resources to the needs of learners	3.56	3.59	1	2	3	4
405.	Select a curriculum to help adult learners develop aesthetic and humanistic appreciations.	3.19	3.29	1	2	3	4
406.	Plan independent study with learners	3.59	3.52	1	2	3	4
407.	Relate instructional content to the life of learners	3.70	3.68	1	2	3	4
408.	Select a curriculum that includes the essential elements of the communication process (speaking, listening, remembering, reading and writing)	3.85	3.71	1	2	3	4
409.	Operate a learning laboratory	3.11	3.46	1	2	3	4
410.	Design instructional strategies with each of the domains (cognitive, psychomotor, affective)	3.08	3.19	1	2	3	4
411.	Apply principles of attitude and behavior change in the instructional process	3.46	3.21	1	2	3	4
412.	Adapt instructional activities for the physically handicapped	3.37	3.13	1	2	3	4



Tasks teachers already know how to perform. Concerning tasks that teachers already know how to do, two significant differences were observed. First, on Item 105 teachers felt they already knew how to state objectives in behavioral terms better than administrators thought teachers could. On Item 106 teachers also felt that they already knew how to assess current developments in adult education better than administrators thought teachers could. No other statistically significant differences were found.

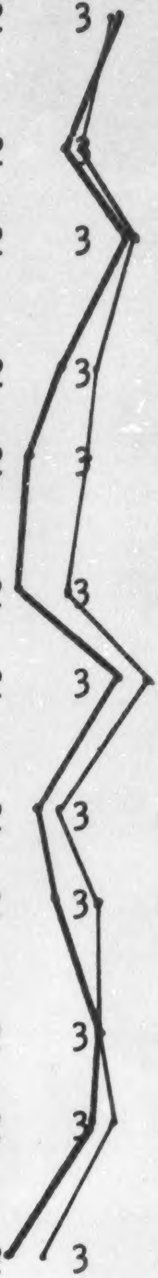
The highest joint agreement between the two groups was on Item 210, communicating effectively with learners. Both teachers and administrators felt that teachers could communicate very effectively with the learners (see Table 101).

Table 101: Teacher and Administrator Responses to Tasks Teachers Already Know

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

[I] already know how to:

		A	T	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
101.	Assess reasons for adult learners' enrollment in adult basic education programs	3.42	3.38	1	2	3	4	
102.	Select a curriculum that will help the learner become a problem solver	2.87	3.00	1	2	3	4	
103.	Reinforce positive attitudes toward learning	3.54	3.59	1	2	3	4	
104.	Select a curriculum that will help adult learners develop employability and occupational skills	2.83	3.09	1	2	3	4	
105.	State objectives in behavioral terms	2.42	3.05	1	2	3	4	●
106.	Assess new developments, recent recommendations and current issues in adult education	2.30	2.95	1	2	3	4	●
107.	Differentiate between teaching adults and teaching children	3.46	3.70	1	2	3	4	
108.	Select a curriculum that offers opportunities for values clarification	2.50	2.89	1	2	3	4	
109.	Use mass media for educational purposes	2.71	3.19	1	2	3	4	
110.	Determine the ways in which individuals learn most effectively	3.13	3.13	1	2	3	4	
111.	Evaluate my own teaching effectiveness	3.08	3.30	1	2	3	4	
112.	Recognize the nature and intent of adult basic education legislation, including financing	2.13	2.59	1	2	3	4	



● = Significant at α = .01

C 3

(50) (69)

Table 101 (Continued)

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I already know how to:

No.	Item	A	T	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
201.	Interpret national, state and local objectives in adult basic education	2.44	2.76	1	2	3	4
202.	Counsel students on personal matters	2.96	3.14	1	2	3	4
203.	Select a curriculum based on the interests and needs of the learner	3.44	3.45	1	2	3	4
204.	Devise teaching strategies that will help learners develop a sense of confidence	3.40	3.41	1	2	3	4
205.	Choose instructional materials that are consistent with curricular goals	3.78	3.44	1	2	3	4
206.	Give learners continuous feedback on their educational progress	3.36	3.48	1	2	3	4
207.	Recognize symptoms of physical defects, such as vision or hearing loss, that may account for learning problems	3.24	3.17	1	2	3	4
208.	Choose a curriculum that will help learners become aware of their own and others needs, opinions and feelings	2.92	3.01	1	2	3	4
209.	Construct teaching materials	3.48	3.47	1	2	3	4
210.	Communicate effectively with learners	3.72	3.70	1	2	3	4
211.	Contribute to the process of program evaluation	3.32	3.18	1	2	3	4
212.	Interpret the adult basic education program to other teachers and the community	3.16	3.17	1	2	3	4

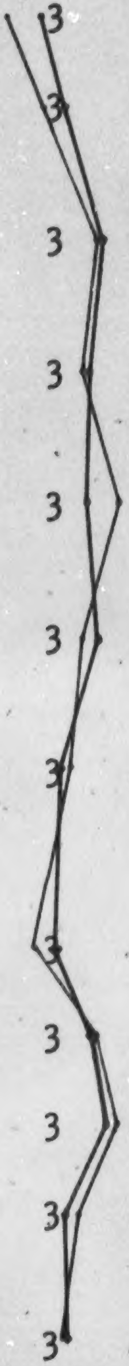


Table (continued)

Listed below are some things that teachers __may__ or __may not__ already know through their training and work in ABE. Tell us to what extent you think teachers in this ABE program __already know__ these skills by circling the number that best shows how you feel.

[Teachers] in this ABE program __already know__ how to:

		A	T	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
301.	Plan classroom strategies based on the special needs of economically disadvantaged people in various ethnic groups	3.11	3.17	1	2	3	4
302.	Differentiate between goals and objectives	3.04	3.52	1	2	3	4
303.	Devise practical activities for learners to reinforce classroom instruction	3.33	3.54	1	2	3	4
304.	Modify instruction to account for the social and psychological effects of aging	2.85	3.06	1	2	3	4
305.	Choose tests that yield necessary data on learners	3.15	2.94	1	2	3	4
306.	Assess learning anxieties specific to certain groups of learners	3.00	3.22	1	2	3	4
307.	Select a curriculum that will help adult learners in personal and family management	2.82	3.06	1	2	3	4
308.	Work in a team teaching situation	3.04	3.33	1	2	3	4
309.	Encourage learner participation in the classroom	3.63	3.67	1	2	3	4
310.	Adjust the administration and interpretation of tests according to the behavioral characteristics of adults	3.07	3.06	1	2	3	4
311.	Select a curriculum that will help adult learners become aware of their civic and social responsibilities	2.93	3.02	1	2	3	4
312.	Design an individual instructional plan for each student based on the findings of diagnostic tests	3.11	3.30	1	2	3	4

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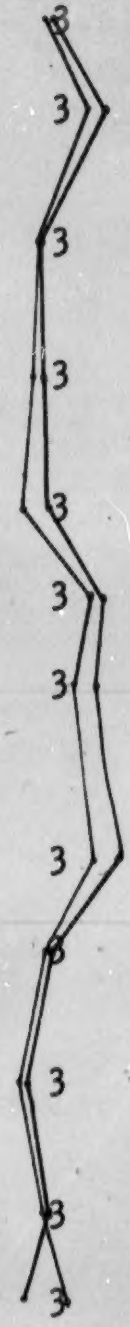
Table 101 (continued)

Listed below are some things [you] may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

[I] already know how to:

		A	T	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
401.	Refer learners to appropriate agencies that service social, educational and training needs	2.86	2.99	1	2	3	4
402.	Try new approaches in the classroom	3.27	3.55	1	2	3	4
403.	Relate information about the job market to the vocational interests of the learners	2.73	2.73	1	2	3	4
404.	Plan instructional activities that relate community resources to the needs of learners	2.71	2.89	1	2	3	4
405.	Select a curriculum to help adult learners develop aesthetic and humanistic appreciations	2.60	2.92	1	2	3	4
406.	Plan independent study with learners	3.36	3.42	1	2	3	4
407.	Relate instructional content to the life of learners	3.18	3.39	1	2	3	4
408.	Select a curriculum that includes the essential elements of the communication process (speaking, listening, remembering, reading and writing)	3.46	3.47	1	2	3	4
409.	Operate a learning laboratory	2.86	2.98	1	2	3	4
410.	Design instructional strategies with each of the domains (cognitive, psychomotor, affective)	2.52	2.58	1	2	3	4
411.	Apply principles of attitude and behavior change in the instructional process	2.86	2.88	1	2	3	4
412.	Adapt instructional activities for the physically handicapped	3.05	2.62	1	2	3	4



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(50) (69)

Teacher/Administrator Perceptions of Class Time Usage

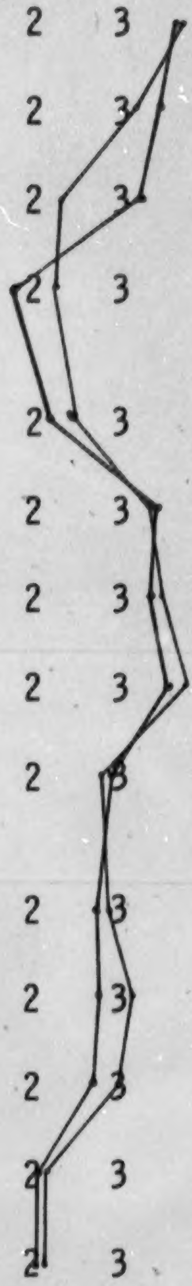
In reference to the fourteen items given to both administrators and teachers concerning class time usage, a significant difference was found between their answers on item 3. Teachers use more time to correct papers and keep the classroom neat than administrators think they should. A limitation is involved in this finding however because the meaning of the item is somewhat unclear.

The item of highest joint agreement between the two groups was on item 8, "praise adult learners for what they do in class" (see Table 102).

Table 102: Teacher and Administrator Responses on Class Time Usage

Listed below are some classroom activities that teachers could or could not include in adult education programs. Remembering that no one expects [you] to do everything during limited class time, circle the number that best shows how often [you do] each activity.

How often do [you] use ABE class time to:	A	T	Never	Sometimes	Often	Almost Always	
1. Answer adult learners' questions	3.64	3.63	1	2	3	4	(1)
2. Ask adult learners questions	3.08	3.49	1	2	3	4	
3. Correct adult learners' papers and keep the room neat	2.36	3.17	1	2	3	4	●
4. Use radio, T.V. and movies in class	2.28	1.73	1	2	3	4	
5. Use machines in teaching (examples: computers, video readers)	2.44	2.14	1	2	3	4	
6. Work with small groups of adult learners	3.36	3.37	1	2	3	4	
7. Help adult learners practice skills	3.48	3.65	1	2	3	4	
8. Praise adult learners for what they do in class	3.76	3.72	1	2	3	4	
9. Let adult learners choose what they want to learn	2.72	2.83	1	2	3	4	
10. Learn how different adult learners are from younger learners and other adults	2.84	2.81	1	2	3	4	
11. Help adult learners plan their education	3.04	2.70	1	2	3	4	
12. Tell adult learners about job training they can get	3.00	2.65	1	2	3	4	
13. Help adult learners with family problems	2.36	2.16	1	2	3	4	
14. Tell adult learners how to get help if they need money	2.36	2.20	1	2	3	4	(14)



● = Significant a α = .01

Characteristics of Job Satisfaction

The work itself. Teachers and administrators indicated a relatively high satisfaction on both the importance and occurrence of various work-related opportunities. There were no significant differences between teacher and administrator perceptions on job satisfaction. Highest satisfaction from both groups was shown in the area of "enlarging knowledge." Lowest satisfaction was found on the item, "improving your physical well being," although even these scores were not indicative of gross dissatisfaction. There was not significant difference within groups concerning the importance of the item compared to the frequency of the items occurrence in the program (see Table 103).

The clients. A review of twenty items measuring administrator and teacher perceptions of student attitudes both within and between groups indicated no significant differences (see Table 104).

Professional co-workers. Administrators were asked what professional behaviors were important and prevalent in teachers. Teachers were asked to indicate the importance and the occurrence of the same behavior in administrators.

Results of the analysis indicated only one significant difference. It was found that teachers were significantly more likely to say that administrators were happy in their work than administrators were to say the same about teachers.

No statistical differences were found within groups comparing item importance with frequency of occurrence (see Table 105).

School district support. Administrators and teachers were asked identical questions concerning the support of their immediate school district. The analysis indicated two significant findings.

First, it was found that administrators felt the school district provided them with more job security as compared to the teacher responses on this question.

Secondly, administrators felt that the school district provided them with adequate fringe benefits significantly more than the teachers did (see Table 106).

Table 103: Teacher and Administrator Perceptions of the Work Itself

Listed below are some opportunities [administrators] could have through their work. Tell us how important each opportunity is to you. Then tell us how often you get each opportunity in your work in this ABE program by circling the number in each column that applies.

	HOW IMPORTANT		HOW OFTEN		How important is it to:				How often can you:			
	A	T	A	T	Very Unimportant	Unimportant	Important	Very Important	Never	Sometimes	Often	Almost Always
1. Learn about people's behavior	3.41	3.70	3.19	3.21	1	2	3	4	1	2	3	4
2. Enlarge your knowledge	3.63	3.90	3.20	3.05	1	2	3	4	1	2	3	4
3. Identify your attitudes	3.18	3.48	2.85	2.83	1	2	3	4	1	2	3	4
4. Get a feeling of accomplishment	3.36	3.73	3.05	3.08	1	2	3	4	1	2	3	4
5. Use your professional skills	3.32	3.76	3.10	3.35	1	2	3	4	1	2	3	4
6. Do interesting tasks	3.23	3.70	2.91	2.99	1	2	3	4	1	2	3	4
7. Assume important responsibilities	3.14	3.37	3.19	2.79	1	2	3	4	1	2	3	4
8. Make friends with co-workers	3.18	3.61	3.14	3.29	1	2	3	4	1	2	3	4
9. Improve your physical well being	3.00	3.58	2.38	2.73	1	2	3	4	1	2	3	4
10. Improve your emotional health	3.22	3.73	2.67	2.89	1	2	3	4	1	2	3	4

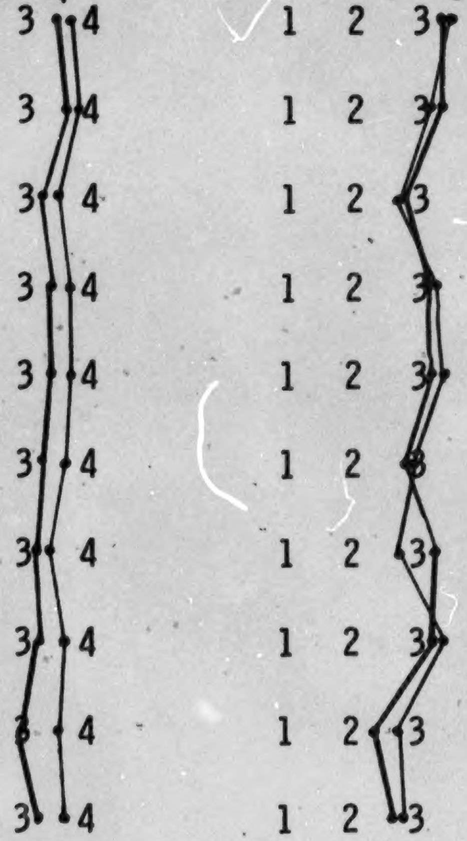


Table 104: Teacher and Administrator Perceptions of ABE Students

Listed below are some possible beliefs that students might hold in relation to this ABE program. Tell us how important it is to their success in ABE that they hold these beliefs. Then tell us how often your students show these beliefs by circling the number in each column that applies.

	HOW IMPORTANT A	HOW IMPORTANT T	HOW OFTEN A	HOW OFTEN T	How important is it for students to: Very Unimportant	Sort of Unimportant	Sort of Important	Very Important	How often do your students: Never	Sometimes	Often	Almost Always
1. Know what they want out of this adult education program	3.46	3.70	2.82	2.83	1	2	3	4	1	2	3	4
2. Believe ABE will help them "make it in life"	3.41	3.46	2.82	2.81	1	2	3	4	1	2	3	4
3. Use what they learn in adult education in their everyday life	3.64	3.81	3.09	3.03	1	2	3	4	1	2	3	4
4. Think the work in this adult education program requires effort	3.46	3.55	2.91	2.99	1	2	3	4	1	2	3	4
5. Get what they want out of this adult education program	3.50	3.74	2.77	2.99	1	2	3	4	1	2	3	4
6. Believe it is important that they keep learning all of their lives	3.36	3.51	2.36	2.60	1	2	3	4	1	2	3	4
7. Expect to do well in this adult education program	3.24	3.57	2.68	2.85	1	2	3	4	1	2	3	4
8. Think adult education teachers are happy in their work	3.55	3.56	3.14	3.70	1	2	3	4	1	2	3	4
9. Believe adult education teachers like them	3.77	3.77	3.32	3.60	1	2	3	4	1	2	3	4
10. Think adult education teachers expect them to do well in class	3.36	3.59	3.14	3.21	1	2	3	4	1	2	3	4

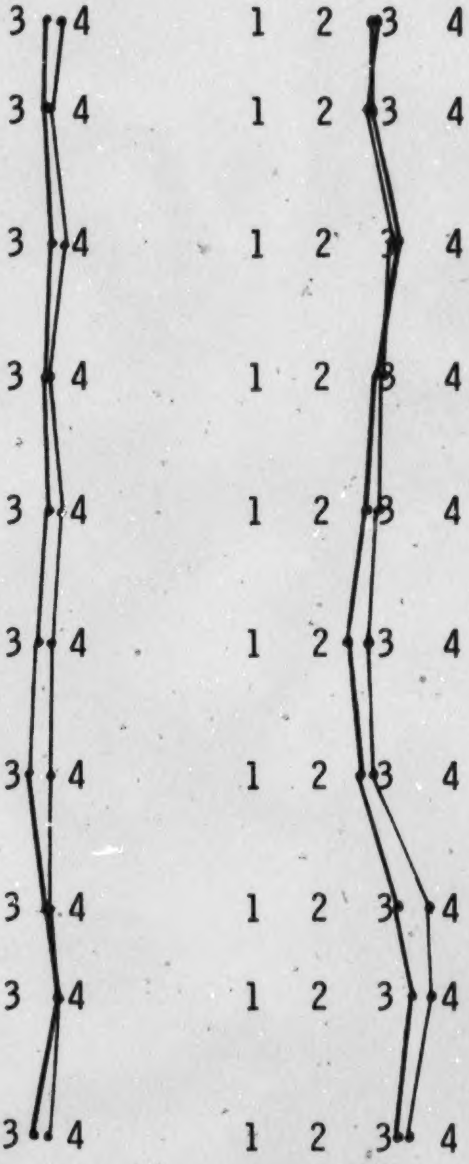
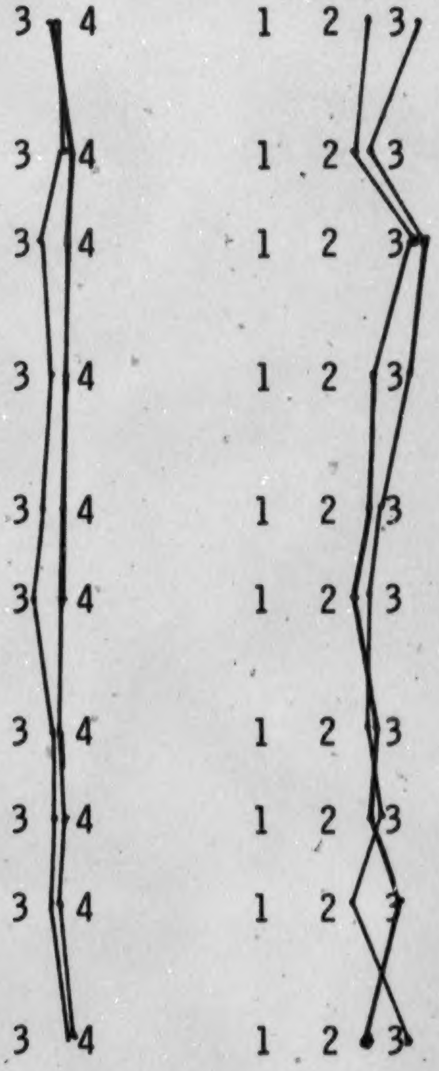


Table 105: Teacher and Administrator Perceptions of Professional Co-Workers

Listed below are some behaviors that could be associated with people [in administrative positions] Tell us how important each behavior is to the success of ABE programs. Then tell us how often your [ABE administrators] show these behaviors by circling the number in each column that applies.

	HOW IMPORTANT A	HOW IMPORTANT T	HOW OFTEN A	HOW OFTEN T	How important is it that your [administrators]: Very Unimportant	Sort of Unimportant	Sort of Important	Very Important	How often do your [administrators:] Never	Sometimes	Often	Almost Always
1. Seek out personal concerns and needs of staff	3.55	3.50	3.23	2.55	1	2	3	4	1	2	3	4
2. Contribute to the professional development of staff members	3.59	3.61	2.73	2.46	1	2	3	4	1	2	3	4
3. Support your professional decisions	3.32	3.76	3.50	3.20	1	2	3	4	1	2	3	4
4. Work with others to set realistic goals for our program	3.50	3.73	3.14	2.86	1	2	3	4	1	2	3	4
5. Work with others to implement needed changes	3.46	3.71	2.91	2.82	1	2	3	4	1	2	3	4
6. Evaluate teaching performance fairly	3.26	3.71	2.84	2.79	1	2	3	4	1	2	3	4
7. Take a problem solving approach to conflict	3.50	3.56	2.70	2.81	1	2	3	4	1	2	3	4
8. Use appropriate decision making skills	3.50	3.70	2.91	2.79	1	2	3	4	1	2	3	4
9. Seem happy in their work	3.50	3.60	3.46	3.05	1	2	3	4	1	2	3	4
10. Motivate staff through praise and recognition	3.59	3.63	3.14	2.67	1	2	3	4	1	2	3	4

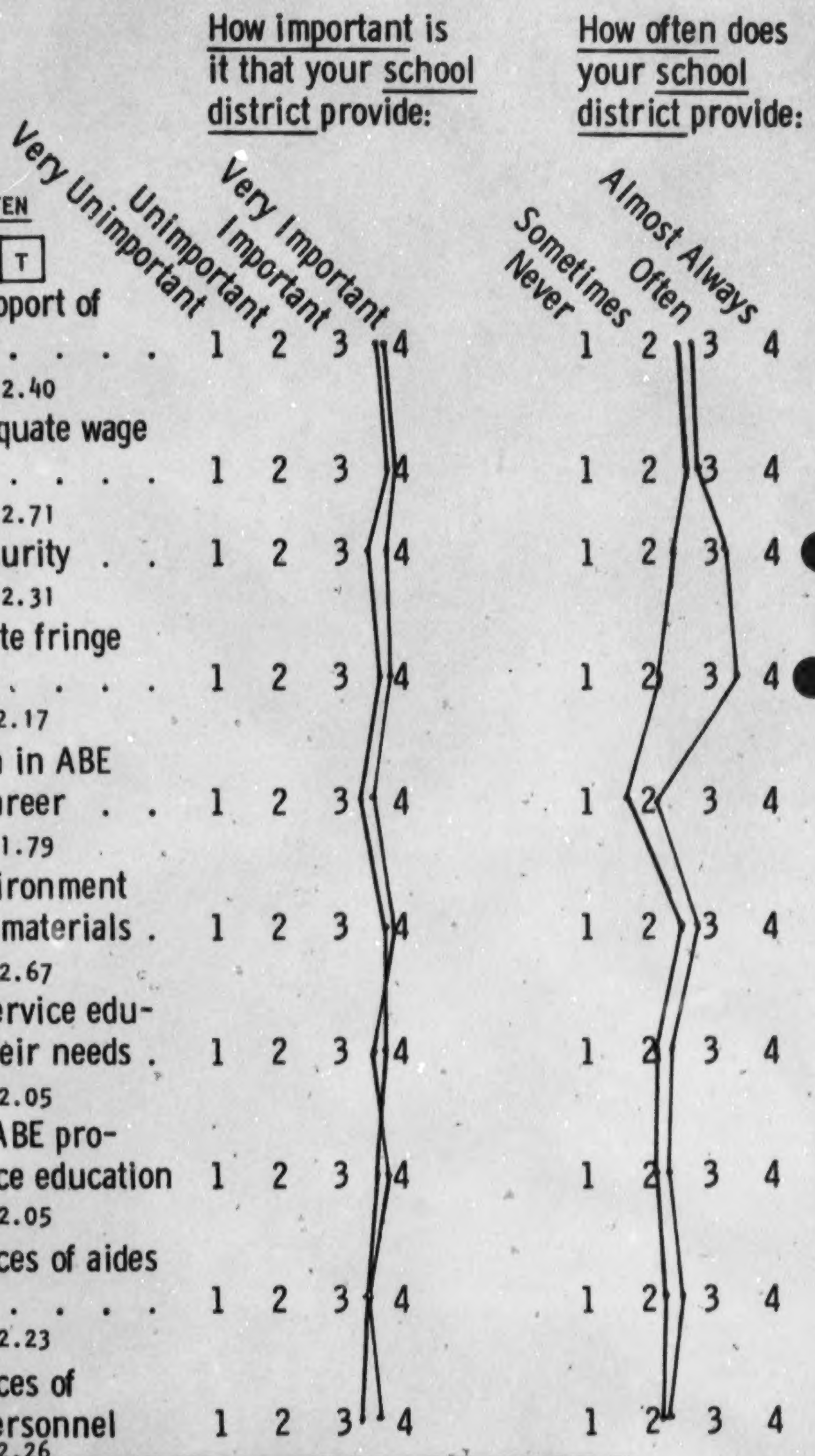


● = Significant at α = .01

Table 106: Teacher and Administrator Perceptions of School District Support

Listed below are some possible ways your school district could support this ABE program. Tell us how important each support is to the success of ABE programs. Then tell us how often the school district provides these supports by circling the number in each column that applies.

		HOW IMPORTANT A	HOW IMPORTANT T	HOW OFTEN A	HOW OFTEN T
1.	ABE support equal to its support of other educational programs	3.56	3.63	2.70	2.40
2.	[Administrators] with an adequate wage for the work they do	3.59	3.86	2.89	2.71
3.	[Administrators] with job security ●	3.48	3.82	3.07	2.31
4.	● [Administrators] with adequate fringe benefits ●	3.56	3.79	3.44	2.17
5.	Opportunities for promotion in ABE that make it an attractive career	3.35	3.55	2.08	1.79
6.	A comfortable teaching environment and adequate instructional materials	3.78	3.88	2.96	2.67
7.	[ABE professionals] with inservice education that is relevant to their needs	3.74	3.64	2.44	2.05
8.	Appropriate incentives for ABE professionals to attend inservice education	3.59	3.62	2.37	2.05
9.	Full utilization of the services of aides and paraprofessionals	3.48	3.48	2.56	2.23
10.	● Full utilization of the services of guidance and counseling personnel	3.44	3.67	2.33	2.26



● = Significant at α = .01

Summary of Responses on Open-Ended Question

Approximately 700 adult learners completed the open response question at the end of the survey instrument, "What changes would you make in this adult education program to improve it?" Teachers and administrators also took the time to tell what improvements were needed in their ABE programs.

Most outstanding was the consensus expressed that job training classes should be conducted at ABE learning sites and that better adult instructional materials and equipment should be provided. Adult learners were also interested in longer classroom sessions that met on fewer days and in more personal interaction with ABE teachers. Instructional personnel were united in their requests for more inservice education and administrators expressed a need for increased funding and improved accounting procedures (see Table 107).

Table 107: Summary of Qualitative Answers

"What One Change Would You Make To Improve Your ABE Program?"

	ADULT LEARNERS	TEACHERS	ADMIN.
CLASSMATES			
Adults Only (Group 16 Yr. Olds separately)	12	22	8
Smaller Classes	6	5	
Grouped According to Ability	4	4	
COUNSELING			
Job Counseling	22	6	8
COURSES			
Longer Hours/Fewer Days of the Week	50	8	
Job Training Classes	58	28	10
Speaking and Writing Proper English	37		
Tie Studies into GED Preparation	19		
Affective Education	10	5	2
Credit Given	4	18	
Co-Op Classes	22	18	
EXTRAS			
Facilities for Lunch	25	8	
Group Social Activities	11		
Bus Tickets or Transportation Provided	16	11	5
Learning Stipend	8	3	4
FACILITIES			
Better Teaching Equipment	21	6	
Outreach Centers with Flexible Hours	16	7	2
Home Instruction	10	6	4
Babysitting Service	9	4	3
Improved Classroom Conditions (Cleanliness)	18	11	7
Building Security	14		
INSTRUCTIONAL PERSONNEL			
Improved Student-Teacher Relationship	33		
Better Teachers	27	11	
Teachers Working Together	10	7	
Bi-Lingual Teachers	5	4	
LEARNING STRATEGIES			
More Student Interaction	14	7	3
Additional Help for Slow Learners	12	6	
Individual Learning Instruction	10	7	2
Small Group Interaction	10		

Table 107 (continued)

	ADULT LEARNERS	TEACHERS	ADMIN.
MATERIALS			
Adult Learning Materials	27	36	10
Take Books Home	25		
More Dictionaries/Reference Materials	14	19	
MEASURES OF SUCCESS			
Progress Reports	6		
Teacher Evaluation	1	4	3
PROCEDURES			
Code of Conduct Enforced	10		
Smoking/Non Smoking Areas	8	2	
Charge for Classes	5	4	2
PROFESSIONAL BENEFITS			
Teacher Inservice		64	10
Higher Salary		14	
Monies to Pay Teachers for Inservice		9	15
RECRUITMENT			
Statewide Media Campaign	28	17	14
THE SYSTEM			
Increased Funding			13
Change Student Accounting Procedures			6
Better MDE Organization & Support			5
Lists of ABE Resources in the State			4

Adult Basic Education Qualitative Assessment*

Introduction

The goal of the qualitative assessment was to develop an overall picture of the participants in the ABE program through the use of personal interviews. Special attention was paid to the areas of: (a) program examination and evaluation, and (b) self-examination and evaluation. This section of the report is meant to supplement the quantitative evaluation and is based upon much subjective data and interviewer interpretation. Its purpose is to enrich and append the data already collected through the written surveys.

It was believed that an unstructured interview with a trained professional counselor would give participants in the ABE program an opportunity to openly discuss the program and its effects upon their lives. Counselors acted as facilitators to encourage participants to verbalize their feelings toward their educational progress and personal growth.

A discussion of general conclusions as well as specific cases follows. The interviewers' reports of each interview appear in Appendix H.

Participants Interviewed

A total of 40 program participants were interviewed. The interviews were conducted in early April, 1978, in districts (Detroit, Livonia, Mt. Clemens and Ferndale) that were considered to be representative of the overall urban population.

Attempts were made to randomly select participants to be interviewed and to conduct the interview in an unbiased manner. In many cases this turned out to be impossible. One interviewer reported that the teacher selected the participants. Another interviewer indicated that the teacher translated the students' responses into English. Another interviewer reported that only five students showed up that day and that all were interviewed in an open and non-private principal's office. Such limitations upon the selection and interviewing process bias and restrict the results and must be considered in the final evaluation.

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* This compilation of interviewer reports (pp. 281-299) was done by Gale Lawson.

One other limitation must be stated as it further skews all report results. Teachers report that people remaining at this time of year are "star students," those who attend consistently, complete their assignments and generally feel quite positive toward their present educational experiences. No attempt was made to contact individuals who had left the program. If students had been surveyed and interviewed earlier in the year some of those who have since left the program could have been included and perhaps much more meaningful data could have resulted. Results will therefore tend to be slanted toward a more positive evaluation of the program.

The 40 individuals interviewed varied greatly in their backgrounds. They ranged in age from 16 to 74 with women in the majority by a small margin. Seven were learning English as a second language. A number of those interviewed indicated strong religious beliefs and three were practicing ministers. Many had atypical past experiences (a prostitute, a share-cropper, a suicidal personality, imprisoned teenagers) and many had very difficult family situations (unplanned pregnancies, unemployment and illness). Because of their diversified backgrounds their educational needs varied greatly as did their abilities and aspirations.

Reactions to the Survey and Interview

Most of the students who participated in the written survey and the oral interview expressed no objection to either procedure. Most participants felt that if their thoughts helped to improve the program they were glad to cooperate. Some were even flattered that their suggestions were sought.

Very few indicated any difficulty in completing the written survey although some felt that the questions did not apply to them. A few people indicated that the questions implied they were ignorant. Foreign students were appreciative of the translated surveys. One middle-aged student had the following to say regarding this survey: "You have surveys all the time and life stays the same. I never saw a survey that made any real difference or changed things that much." However, a majority indicated that the attention being paid to them helped them realize that someone cares a little about what they think.

The interviewers agreed that the participants tried very hard to be honest in their responses although many students had a difficult time in verbalizing their thoughts. One adult male ended his interview with the following statement: "Talking with you today was like taking a fearless look at myself."

Interviewers found that the participants tended to favor discussing their backgrounds and life histories. In some cases students attempted to turn the interview into a counseling session. Some had problems they wished to discuss and others inquired into vocational opportunities.

They had a somewhat more difficult time discussing and criticizing the ABE program. Students tended to be non-critical of the program even when encouraged to criticize it.

Counselors who interviewed the "English as a Second Language" students indicated that these students had great difficulty in dealing with abstractions and certain concepts. Many of these students had very limited vocabularies and were insecure when away from the safety of the classroom. Even so they were willing to try to express themselves. In some cases the counselors found it necessary to make assumptions based upon what was implied but not actually verbalized.

In only two instances did students refuse to be interviewed. Their reasons for refusal were not reported.

Self-Concepts of Participants

One overwhelming theme is apparent in the self-concepts of program participants, that of shame and embarrassment over their lack of education. Most indicated that these feelings affected other aspects of their lives. The women appeared much more verbal about their humiliation over their limited education. Fear of exposure of their inability to read and/or write kept many individuals from trying out new things or even making new friends. One individual stated that she was too embarrassed to tell her own children that she never completed seventh grade. She stated that she feels like an "inferior person" because of her limited education. An interviewer reported that one student referred to herself as "dumb" at least twenty times during the interview. The interviewer said her self-concept was so low that it kept her from relating to other people. One middle-aged student indicated that to her education meant "independence." To her, "education was improving her outlook toward life." A very insecure student described her life this way:

> I don't go out very much--I'm never asked. I don't feel I'm not very pretty (sic). I don't know much. I'm not a good conversationalist. I don't understand everything people are talking about so I don't get involved. It's like a circle from reading to

> spelling to writing. I do doubt myself. When I'm in class, I try never to let the teacher see my paper. I feel embarrassed because she'll think I'm stupid.

This embarrassment over limited education did not always result in low or negative self-concepts. Many of the students indicated that they felt good about other aspects of their lives. Some said that they felt successful in their employment. Others felt very good about their roles as parents or as family members. It generally appeared that the younger the students the more closely their self-concept was tied to their educational experiences.

One other trend was apparent in participants' self-concepts. A majority indicated that since their return to school they feel better about themselves. The following quotes are representative of those submitted by the interviewers:

> Joe feels that he is much more together than he was when he quit school. He knows his goals now and that he can achieve success in school.

> Victoria (late 40's, ESL student) likes the individual attention that she receives and has the feeling of being someone. She has friends and now for the first time is able to communicate with them. "They don't laugh at me the way my husband used to. I feel important."

> Since coming back to school I have regained confidence in myself. I used to sit alone at church meetings because I did not understand but now I understand speakers and I am self-secure (sic).

I now have self-confidence. I now have something to do. I don't go around feeling sorry for myself.

I feel good about myself. I'm learning.

ABE clients' self-esteem appears to be greatly enhanced through participation in the program.

Why Participants Came to the ABE Program

Participants turned to the ABE program for varying reasons. In general their reasons can be divided into two categories: (a) those which are "other-directed" and (b) those which are "self-directed." A large number of the younger participants (ages 16 to 21) seemed to fall into the first category while the senior participants almost always fell into the "self-directed" category. Younger students frequently returned to school to pursue a specific goal. Older students frequently mentioned that their return to school was based upon a yearning for education for its own sake.

The following reasons for returning to school were given by students in our sample population:

Other-Directed Reasons

1. To qualify for the G.E.D. examination.
2. To qualify for a new position.
3. To get into a training program.
4. To escape a traditional high school program.
5. To qualify for financial aid from the government.

Self-Directed Reasons

1. To feel more knowledgeable
2. To help their children with school work.
3. For social reasons.

4. To better understand their world.
5. To learn a specific skill (i.e. counting money).
6. To speak and read the language (ESL students).

A significant number of the program participants identified passing the GED as their present educational goal. Some had a specific reason for wanting to pass the GED. Many felt that the GED was the key for improving their lifestyle.

Two male ABE students who recently left the public high school (one was expelled and one chose to drop out) viewed the ABE program as an easy way to complete their education. One said that he saw this program as a "dumping ground" for those who couldn't handle regular schoolwork. He further stated that "Here if you don't want to learn, you don't have to. . . . They pass you here even if you don't do enough work." The interviewer felt that these participants did not have the maturity to benefit fully from the ABE program at the present time.

A second interviewer described the attitude of the younger participants in the following way: "The feeling that was conveyed was that most of the students could not or would not cope with the structure of the day school program and opted for night school." He felt that many of these students had a strong desire for independence and autonomy.

A small group of students stated that their reason for attending ABE courses was to qualify for financial aid. In one case, an 18-year-old special education student told both the interviewer and her ABE teacher that she only attends to collect social security benefits. She further stated that she disliked school. One other student who originally chose to attend to collect benefits indicated that she now attended because she valued the education she was receiving. An interviewer reported that she "spoke with a student who had completed two years of college but was being forced by social services to attend" if she was to continue receiving benefits from them. It was strongly felt that this student belonged in a different academic setting.

"English as a Second Language" students depended upon the program to help them fit into the American society. As such their goals and purposes were the most strongly felt. They were appreciative of any attention and appeared highly motivated to learn.

Senior citizens constituted a group of program participants who were enrolled primarily for social purposes. One group of educational centers offered tuition "craft type" classes in addition to ABE classes for this population.

Some women indicated that their return to school was precipitated by the women's liberation movement. The current trend for women to assume a more active role in the world of work encouraged them to return to school to learn basic skills. They mentioned personal fulfillment as well as working to help support their families as their current goals.

A large group of program participants indicated that they initially enrolled in the ABE courses to learn ways to cope with everyday life situations. They specifically mentioned a desire to learn how to do the following:

1. Count money and make change.
2. Fill out a job application.
3. Fill out forms, such as at a doctor's office.
4. Read the newspaper.
5. Learn how to use a dictionary and/or an encyclopedia.
6. Learn how to pay bills and/or write checks.

These individuals in many cases were too timid and embarrassed to ask for help. Some said that they hoped the teacher would initiate a unit on their specific need. They felt that by just remaining in the classroom they were learning even if it wasn't in the content area that they specifically needed.

How Participants Heard About the ABE Program

Participants heard about the program from many sources. Newspapers, notices in the mail, friends and family members, social agencies and school counselors provided a good deal of the information. One method stood out as being especially effective in attracting new students, that of "word of mouth." A very large number of those interviewed said that friends told them about the program and detailed their own experiences with it. Some students indicated that the only way they had the nerve to come was with a "buddy." One 16-year-old high school dropout learned of the program from his high school which sent him a letter informing him of ways he could complete his education and encouraging him to do so. Older students frequently indicated that they had always wanted to return to school but that they never took the initiative. The first step was the hardest for most.

One 34-year-old male heard about the program from the Suicide Prevention Center. He stated that his life had reached rock bottom and he knew he had to change his life in order to live. He told the interviewer "I had to start from the beginning . . . when you reach the point where you are beat, you really have no other choice: it's a life or death matter." Regarding the ABE program, he stated that he is very satisfied and feels that the program has added new dimensions to his life.

Most current program participants indicated that they have friends and relatives who could benefit from the ABE program. They felt these people did not start classes because of embarrassment and fear of failure. Many cited these same reasons for their failure to start back earlier. One 22-year-old female told the interviewer that her "friends have used many excuses to avoid the program, such as 'I am too dumb' or 'I am too old' just like I did for a while." She feels they may come when they see her success in the program.

Participants' Evaluation of the ABE Program

Participants in the ABE program who were interviewed as part of the qualitative assessment generally viewed the program in a very favorable and positive manner.

Many of those interviewed indicated that the program played an extremely important part in their life. For these people the ABE program filled a gap not only in their education but in their lives as well. It gave them renewed confidence and brightened their outlook toward the future. The following statements were made by present Adult Basic Education students:

> This year I've learned many new things. . . . I likes (sic) it very, very much. . . . I don't miss a day. I wish I could have finished school. I wouldn't have stopped on my own. . . . I'm learning things now I never could do before. I think I do pretty good for what I have offered to me. I want to learn and I'm satisfied with what the Lord made me to be. I'll stay with the program as long as I can; I sure will. (71 year old female)

> They don't laugh at me (45 year old grandmother) the way they did when I was in regular school. The teacher doesn't try to

make me do things that I can't do. We work in groups and at our own level. I like it.

It used to be every other word I didn't know but now if I don't know how to say the word or what it means, I know how to use the dictionary to help me find these things.

I (late 50s female) am learning right now and that's the most important thing for life.

I (50-year-old male) go to a lot of places now trying to find a job. I know how to read the application and fill it out now; before I would just tear it up or something. This makes me feel more like coming to school 'cause they are helping me. They should have had this years ago.

It gives a person a chance at a new life. It opens a lot of doors. I know I need more education. I don't want to sweat it out the rest of my life in an unskilled job.

I (63-year-old ordained minister) want to continue because every little bit helps. . . . I will stay with it forever to get as much as I can. . . . I will recommend it to anyone. It will help and change me. It will improve my standing up in front of my people. . . . I'm most proud that I've always progressed, never regressed. . . . 'Bout the only thing I regret was when I was pulled out of school to work (as a child).

As demonstrated by the above statements, certain ABE clients possess intense desires for academic learning. They are highly motivated and certainly are benefiting from the educational experience.

Attitudes toward teachers. Participants who were interviewed were asked what they liked best about the program. An overwhelming number felt that the teachers were the program's greatest asset. A tremendous amount of respect for their immediate teachers was indicated by many. Teachers were described as "patient, enthusiastic and understanding." Students described their feelings about their teachers in the following ways:

> The teachers are good because they are organized and care for each student. They conduct classes in such a way that each student's ability and interests are accounted for. They encourage you; they're just beautiful.
>
> The teachers take time; they don't get frustrated; don't get nasty; they explain over and over until you get it.
>
> The teachers do care and the principal tried all he can to make the school go smooth.
>
> They listen to me. I feel happy. They are like friends.
>
> The teachers have a unique technique of letting you know they mean business. They are very competent and concerned about all of the students. They are sensitive to the needs of the students and willing to listen.

One interviewer reported that, "The teacher of the students I interviewed is blind and the students' relationship to her, I am sure, is quite unique. They expressed very warm feelings toward her and her teaching skills."

In very few cases was criticism directed at the teachers. One participant indicated "Some (teachers) hate to come and don't really care. I have to learn on my own." One interviewer reported the following observation: "Teachers in the program are not contract teachers but are paid an hourly rate. There appears to be a great deal of bitterness concerning this issue." The interviewer felt that most of them would leave if they could find different employment.

In general, students' feelings toward their present educational experience was directly related to their feelings toward their instructor. The teachers tended to make or break the program for many participants.

Things students liked. Participants also liked other aspects of the program. Many students stated that they especially valued the small class size because they got a good deal of individual attention, a factor which students appreciated.

In many of the school settings students were encouraged to work at their own rate and at whichever skill they felt they needed most. Some students indicated that this was important to them. Other students felt that greater structure and planning was needed. Younger students, aged 16 - 20, seemed to prefer a more traditional approach similar to the one which they recently left. A number of those interviewed stated that they appreciated being treated as an adult by their teachers, and they enjoyed being responsible for their own learning. One older student indicated that he learned via audio tapes largely on his own. He selected his own material and moved at a rate comfortable to him. When he needed help the teacher was always available to him. He told the interviewer that his main interest in the ABE program is being fulfilled and that he was quite satisfied with the eudcation he was receiving.

Individuals who were employed full time frequently mentioned that the lack of homework was a real asset for them. They felt that if the program required additional time they would not be able to handle it. The fact that little or no pressure was associated with their education made many participants feel very comfortable with their decision to return to school.

A few students indicated that the auxiliary services offered through the ABE program made it possible for them to attend. One of the programs offered babysitting services for the children of participants. At another center transportation was provided for the students. The interviewer felt that the transportation was a real drawing card. Such specialized services really met the needs of the participants.

At one center special classes were offered to senior citizens. The interviewer felt that this service was greatly needed and appreciated. Senior citizens responded favorably to their program, indicating that they attended primarily for the social interaction. One 74-year-old female summarized her views of the program:

> It's better than sitting all day in your apartment. I need something better to do. Some people sit in the lobby and watch T.V. I don't like that. I've gotten to know some people better, especially the ones in my class. . . . Learning keeps your mind off yourself: I just bring in new ideas and work on them. I'll be with it until I can't do it anymore.

Students who enrolled in ABE courses to learn specific life skills generally indicated that they were satisfied with the education they were receiving. Some, however, were not learning the specific skill they needed most. Three adults said they did not know how to count money or make change. Others did not know how to fill out applications or forms and others had difficulty paying bills. These are skills which could have been covered in a classroom situation if the instructor were aware of the need. The same students said they were too embarrassed to ask the instructor to cover their specific topic. Many students in the ABE program showed a fear of asking questions for fear of exposing their ignorance.

One program participant with similar needs said she was satisfied with the course content because the teacher involved the students in the planning. In that particular setting the instructor made an effort to learn of her students' educational goals and needs.

Criticisms and suggested changes. Students had a very difficult time criticizing the ABE program. Students remaining at this time of year are those who feel very good about their present educational experience and so most of the students who were interviewed were only able to express positive feelings.

Students were then asked about changes they might make in the ABE program. A few suggestions emerged.

Students requested a better selection of reading material. One student stated his views in the following way:

> They need more reading material. If you can't read, you can't do a hell of a lot. They have some good short ones (books), but they need more. It means a lot to me to be able to say that I actually read a story, and I know something more than I knew before.

Another student complained that she did not receive a math book "because they said they didn't have enough." She felt that this was holding her back.

This appears to have been an isolated incident rather than the norm. The student was not asked if the instructor was aware of her need.

Another student felt that "they should use more textbooks." Only her math teacher used a book. She felt that greater structure and better planning were needed.

Other students complained about the limited courses being offered. Some seemed to view the program as a place where they should be able to learn a trade. One person even listed vocational training as his educational goal. Students frequently requested specific courses such as electronics or woodshop. A few of the younger participants seemed to want a selection of courses similar to that offered in the local high school. One student told the interviewer that his "life would begin working again" when he returned to high school. An 18-year-old female requested a crafts class. She related the following to the interviewer: "I won an award in the 6th grade for an art project. It was the most important day in my life."

It can be concluded that not all students understood the purpose of the ABE program.

Reasons Students Leave the ABE Program

Students were also asked why they felt some people left the ABE program. The students who were interviewed seemed to feel that personal problems and work situations caused many to discontinue their education. One student stated, "Most people leave because they aren't really interested; they're coming for the wrong reasons." Another student felt "They just don't want to work on it. They continue to drink and stuff and can't change their lifestyle." Interviewers and students agreed that the high attrition rate was due to lack of personal strength rather than institutional deficiencies. Again, it must be stated that those who remain in the program at this time of year are those who are generally quite pleased with the program. Students who had left the program may have had quite different responses to the question.

Students who were able to change their lifestyle returned to school very successfully. They generally indicated that "intervening time periods" or "intervening incidents" caused them to re-evaluate their attitudes toward education. In each case they had quit school at an early age, experienced life and then faced up to their educational shortcomings. The following example of an "intervening incident" illustrates how one student changed his educational perspectives. It was reported by an interviewer.

> Sam dropped out of the 10th grade. At the time he left school, he described himself as 'hard headed.' He couldn't read or write. He didn't like school. He did not see himself as an important person. After leaving school he went to help his ailing grandparents run a farm and to help care for them. He learned responsibility. He felt like an important person since his grandparents depended upon him. That lasted for two years. He then looked for employment that would afford him this same feeling. He found nothing. He now sees a high school diploma as a means to a better job. "They (employers) would trust you to take more responsibilty." Sam reacted very positively to his school program. It was his hope for the future.

Other students related similar attitudinal changes. These students were generally highly successful in their educational endeavors.

Interviewers suspected that some individuals leave the ABE program because of unattainable or unrealistic goals. When it becomes apparent to them that their goals are set too high they give up entirely. These unrealistic goals are frequently aimed at vocational plans requiring many years of college. Interviewers reported a number of examples of such high goal setting.

Summary and Recommendations

The overall assessment of the ABE program was positive. Current students' individual needs were being met and most felt very good about their participation in the ABE program. They indicated that the program was greatly needed and greatly appreciated.

Teachers were described as the program's greatest asset. The students' relationship with their instructor frequently set the tone for a participant's success or failure.

Goals, family backgrounds and educational status, as well as seriousness of commitment to the program, varied greatly. As such, the flexibility within the program structure seemed to be the key to success for many of the participants. The participants had strong needs for independence, positive reinforcement and autonomy within the academic environment. Most had a strong desire to learn and liked the way they were going about it. For many of the students the ABE program gave them hope for the future while currently enhancing their self-esteem.

Criticism of the program was minimal and generally was aimed at isolated situations rather than at program failures. The high attrition rate was attributed to attitudinal deficiencies or personal problems. Students' vocational goals were frequently unrealistic or based upon limited information.

Finally, all conclusions were based upon information received from forty current program participants, students who in many cases were described as "star pupils." Therefore results were skewed in a positive direction and may not reflect the attitude of the general population.

Programmatic Recommendations

The following recommendations suggest program changes or the continuation of present practices based upon the findings of this statewide needs assessment.

Recommendations based upon the quantitative analyses of survey data are only made where findings met stringent statistical combined criteria. Recommendations based upon qualitative findings were presented only after a critical overall review of the respondents' statements.

Recommendations fall into these four general areas:

1. Classroom environment
2. Student recruitment
3. Teacher recruitment
4. Teacher/administrator employment situation

They are not necessarily presented in order of importance.

Classroom Environment

1. Adult learners should be involved in the decision-making process at the individual classroom level. Their preferences should be taken into account when planning course content and teaching strategies.

2. Guidance and counseling services should be offered to students in each ABE district. In districts that already offer guidance and counseling services, these programs should probably be enlarged. Specifically, adult learners need help with personal and educational problems as well as in vocational planning.

3. The ABE program should place a greater emphasis on speaking, listening, understanding and remembering skills. ABE students expressed more interest in learning oral communication skills that are useful in personal interactions than in learning basic writing and mathematic skills. More emphasis should be placed on improving all skills that can be used in human interactions rather than in isolated settings.

4. Teachers and administrators need help in learning to address the special needs of handicapped students. This training should help them work with students who have learning and perceptual disabilities as well as those who have more apparent physical handicaps.

5. Teachers should make specific efforts to survey the learning needs of each student. A goal-setting session with each new student would help the teacher and student establish learning objectives and insure that the program is appropriate for the student's needs. Students need to clearly understand that the ABE program does not offer vocational training.

6. Minority students should receive more counseling services than they are currently receiving. Specifically, minority group students are interested in counseling for job training and financial management.

7. Standardized tests could be given to incoming students to help overcome the discrepancy that exists between administrator/teacher perceptions and student perceptions of student abilities in basic skill areas. An alternative and less intimidating method would be for counselors to interview incoming students to assess their abilities in basic skill areas.

8. More emphasis should be placed on the building of student self-esteem within the ABE program. Findings concerning differences across strata of previous dropout status indicate that adult learners should be carefully studied to give counselors and teachers the clearest overall understanding of student self-esteem.

9. Professional development programs should aim at fostering teacher behaviors of relaxation, calmness, confidence and stability in the classroom. Teachers should also be encouraged to use innovative teaching methods.

10. Professional development programs should discourage teachers from being demanding, aggressive or lacking in confidence in the classroom.

11. In mixed or intermediate classrooms learner participation in classroom activities should be maintained at its existing level.

12. Teachers and administrators, particularly, need assistance in learning how to develop an aesthetic and humanistic curriculum in the ABE program. Of course, adult learners considered this curriculum component to be less relevant to their needs than other parts of the curriculum.

13. Teachers' positive reinforcement of adult learners through praise should at least be maintained at its current level and increased whenever possible.

14. The positive reinforcement of adult learners through praise should be included as an important teaching strategy in teacher training programs.

15. In areas of Latino and/or Asian student concentration the use of teaching machines like computers or video readers should be reduced. In largely black student areas the use of such teaching devices should be increased.

16. Adult education teacher training programs should emphasize methods teachers can use to help students improve their skills in the employment competency area. A specific curriculum addressing this area should be developed using creative and innovative teaching techniques.

17. Teachers apparently need more direction in choosing instructional materials that are consistent with curriculum goals.

Student Recruitment

18. Adult learners who are just entering the ABE program appear to be very concerned about their relatively low level entrance skills. Teachers and administrators should be careful to not express high expectations of incoming students' basic skill competencies.

19. Media campaigns to recruit adult education students should be non-threatening. Class announcements should emphasize that students will learn basic skills through individualized instruction at the student's own learning pace.

20. Local program administrators must recognize that important differences exist among student groups in their motives for participation in the ABE program. Characteristics of the local target population should be identified so that recruitment efforts can be geared to this group.

21. Recruitment efforts should focus on the fact that most adult education students find out about the program through relatives and friends who have participated in the ABE program. This mode of information should be more systematized by making current program participants aware of their role as recruitment agents.

22. The ABE logo design should be changed from the current "You Can" to the "Get Your Diploma" design favored by students in the needs assessment results.

23. Public campaigns should stress that the ABE program is for non-goal-oriented adults as well as goal-oriented adults. The tone of the message should be friendly and it should emphasize the personal satisfaction and enhanced self-esteem that can be gained from attending ABE classes.

24. Adult learners who are leaving the program could be interviewed to find out their reasons for leaving. This could provide some explanations for the high attrition rate normally associated with the ABE program.

Teacher/Administrator Recruitment

25. The opportunity to broaden professional abilities should be stressed in the recruitment of potentially successful adult education teachers. Findings show that an important motive for becoming an ABE teacher is to enlarge one's knowledge by experiencing classroom involvement with and exposure to various new subject matters.

Teacher/Administrator Employment Satisfaction

26. ABE school district leaders should be aware that adult education teachers are apparently dissatisfied with their fringe benefits and job security. These issues should be appropriately addressed to build and maintain a high level of professional staff dedication and competency.

CHAPTER V. LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

Introduction

Chapter V discusses the generalizability of the study's findings. A review of the various biasing factors existing in the research design and implementation is presented. Lastly, recommendations for future related research are described.

Limitations of Research

While this study represents perhaps the most definitive study of adult basic education in the country to date, certain limitations are evident. First, the study clearly represents only ABE-ESL programs as designated by the state in formal public school districts. Thus, other ABE sites are not represented.

Secondly, in surveying the ESL population it was apparent that a language barrier was still a problem in some instances despite efforts to simplify the instruments.

Although effort was taken to insure standardization in administering the student survey, it would be presumptuous to assume such exact standardization actually occurred. As in any study of this nature certain amounts of bias were probably present in the teacher's reading of the instrument to the class.

Students, obviously, could not be forced to complete the instrument. A bias may have resulted as a function of the voluntary nature of the student survey participants although refusal rates appeared quite low.

More importantly, students who generally did complete the survey could still have elected not to answer certain items within the instrument. In questions concerning demographic characteristics such as income and ethnic background, increases in the no response rate were expected and found.

Although the reading level of the instruments was quantitatively assessed, it was obvious that the meaning of even the most elementary words could have been interpreted differently by different students. It is, of course, impossible to determine the extent to which any misunderstandings of this nature occurred.

Specifically discussing the external validity features of this research project, a number of important points should be made. First, when generalizing this study's findings to other non-school district ABE programs within Michigan, great care should be taken. In addition, generalizing this study's findings to similar programs in other states may be improper. Nonetheless, to aid in the ability to generalize this project's findings, a complete demographic description of the study group is provided. The authors wish to stress the danger of improper generalizing and caution readers against such activity.

Recommendations for Future Research

Future research in adult education should include cross comparisons of ABE students with other learner groups such as Adult Secondary Education (ASE), and General Educational Development (GED) classes. Valuable information could also be gathered through systematic follow up of students who drop out of adult education programs. In future research efforts it would also be better to conduct personal interviews with adult clients earlier in the school year, so that some of the students who drop out before the end of the year would be included in the interviews. Another interesting research project could be done by using market opinion research strategies among the general population to determine needs and preferences of non-matriculants.

The following discussion suggests five possible future reasearch projects.

Follow-up Study of Matriculants - Five Months

Description. A follow-up study of matriculant students from the original ABE survey sample could be carried out. In personal or telephone interviews the subjects would be given surveys to measure changes in their use of basic skills, their general attitudes towards ABE and education in general and their retrospective opinions regarding their experiences in ABE. Where appropriate, the above measures would be compared to their earlier responses from the original study.

Data Analysis. The purpose of this analysis would be to demonstrate what changes, if any, occurred in the matriculant group. The subjects' attitudes and demographic characteristics would be statistically measured for change over time. In addition, where relevant, identical questions from the earlier ABE study would be administered. Results of these questions could be statistically compared to the original ABE needs assessment results.

Follow-up Study of ABE Dropouts - 12 Months

Description. This plan involves a study of only those students who have enrolled in several ABE programs but have dropped out before completion. The study would investigate the underlying reasons as to why these students left the program.

The population would be determined from local district records where available. A comparison of early class lists with final class lists could be made to facilitate the development of the dropout sample. Since the original ABE sample was scientifically stratified, the dropout sample, drawn from the same population, would also automatically be a representative sample. The survey would be administered by way of telephone or personal interviews.

Data Analysis. The data analysis would focus upon largely attitudinal measures of the subjects' opinions of the ABE program. Where feasible questions from the orignInal ABE survey would also be asked of this group. A statistical comparison between the responses given by the two groups would demonstrate attitudinal differences if they exist.

A similar type of comparative analysis would show if any demographic characteristics were statistically different between the matriculants and dropout groups.

Such an analysis would provide meaningful information on better ways to retain enrolled ABE students. By studying the differences between those who dropped out and those who complete the program, programmatic change to retain more students can be effectively implemented.

Study of Adult Secondary Education - 12 Months

Description. This plan involves the study of adult secondary education using the original ABE survey instrument. The research design would be identical to the original ABE project. As in the ABE survey, the study would investigate student, teacher and administrator groups.

Data Analysis. The statistical analysis under this plan would precisely parallel the methods used in the original ABE survey. Such an investigation includes a study both within each group and between groups. This type of analysis, when compared to data from the original ABE project, will produce important information on attitudinal and demographic differences between ABE and secondary adult learners, teachers, and administrators.

Study of Non-Matriculants - 12 Months

Description. This plan involves the investigation of only the non-matriculant segment of the ABE population. All eligible adults who have never participated in an ABE program are considered to be the population under study By way of secondary data analysis of the known probability sampling, a selection of households stratified by geographic locations would be developed. Potential ABE clients would be interviewed by telephone or in person. Instrumentation would measure attitudes toward education and specific reasons for not attending existing ABE programs. In addition, various media and advertising concepts would be explored with this group to scientifically determine the best means to communicate with these individuals.

Data Analysis. The data analysis would include a detailed demographic study of non-matriculants. This would include a look at their socio-economic status attitudes toward education, their self-concepts and their interaction with media.

Many cross comparisons with results from the original study would be made. Such comparisons would strategically demonstrate any differences which exist between the matriculant and non-matriculant groups. This knowledge could produce valuable information for programmatic changes within the ABE program. Through a detailed analysis of media sources and advertising questions appearing on the survey, a public relations programs to draw in more ABE clients could be created.

Expanded Study of ABE Matriculants, Non-Matriculants and Drop-Outs - 12 Months

Description. This plan involves a study of all three student groups: (a) Matriculants identified as those ABE students who were included in the previous study and actually finished the program, (b) Non-matriculants or eligible adults who have never participated in an ABE program and (c) ABE dropouts identified as students who were at one point during the original study a part of the ABE program but did not finish that program.

Under this plan each of the three groups is studied individually and in detail. Similar instruments assessing general educational attitudes would be given to the three groups. Each of the three groups would be interviewed by way of telephone or personal interview.

Data Analysis. Data within each of the groups would be analyzed to determine pertinent student characteristics. Cross comparisons of group responses would enable educators to readily recognize the attitudinal and demographic differences between the groups. From this, programmatic changes could be implemented to reflect these different group characteristics. In addition, important market research information, particularly applicable to the dropouts and non-matriculant groups, could be accessed.

It is a hypothesis that within each of the three groups different educational characteristics will be prevalent. In some cases, educational questions which were used in the original ABE study would be administered to the dropout and non-matriculant groups.

Retrospective questions would be administered to the matriculant group regarding their attitudes toward ABE and education in general.

Recommendations for Use of Study Findings

In a sense the perspective discrepancy evaluation part of the Michigan ABE Needs Assessment should be considered as a guideline in study use: "It is not meant to provide information for administrative policing or for inviting invidious comparisons between the local programs involved or individuals working in them" (Mezirow, 1975 p. 2). It was agreed in the Michigan study that in presenting a statewide picture of the ABE program no local program, class or individual would be identified by name or location. However, it is recommended that information on individual programs be made available to local ABE administrators to facilitate follow-up. This could best be accomplished by generating and disseminating socioeconomic profiles of typical geographic areas. Even at this level, anonymity of persons and classes should be scrupulously observed.

The prime objective of the Michigan ABE Needs Assessment effort was to gain information about adults that would help local policymakers and state planners make the best appeal to the 99 percent of the target population that are not currently enrolled in classes.

A successful recruitment campaign would necessarily have to include:

1. A thorough dissemination of project findings to ABE field staff personnel, educators generally, the university academic community and the public.

2. Use of the findings in the implementation of sequential staff development activities.

3. An accelerated media campaign using appeals and logos identified as appealing by adult learners in the survey.

Michigan Department of Education Adult and Continuing Education Services should make strenuous efforts to implement findings and use the results of the needs assessment as they can best affect adult basic education programs. The fact that the U.S. Office of Education is currently taking steps to shift its funding to more closely reflect the proven effectiveness of state programs hints that more careful evaluation of program outcomes by the USOE is planned. "The recommended alternative is ultimately designed to shift the program from one which (in common with other education efforts) focuses on the provision of assistance through grant money to one which uses Federal funds as preference incentives for improved results, retention and program quality" (USOE Position Paper, Spring, 1977).

Michigan should make efforts to use project findings both inside and outside traditional educational settings, thereby being in close harmony with the growing feeling in the USOE that states should retain current 309 discretionary authority with the requirement that a greater proportion of funds be spent on projects which:

1. Develop and test new components in the adult learning delivery system, such as business and industry, labor, community service organizations, civic groups, fraternal organizations, religious groups and informal groups; and

2. Develop a new cadre of adult learner facilitators from the target population using the instructional models developed with national demonstration funds (USOE Position Paper, Spring, 1977).

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A thru E

APPENDIX A

RESEARCH DESIGN

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APPENDIX A

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ROTATION OF LRC ITEMS ACROSS FOUR FORMS

Form S-1 I am willing to work very long and hard to learn how to:

Form S-3 I already know how to:

		Curriculum Sub-Parts	Basic Skills
101.	Find out what is in food I eat by reading food packages	P	R
102.	Fill out forms for financial assistance (examples: unemployment benefits, ADC)	C	W
103.	Explain a job to a new worker, when employed	E	C
104.	Figure out the cost of a hobby or vacation	A	M
105.	Help the family through hard times (examples: serious illness, death of a loved one)	P	D
106.	Get along with people different from me	C	V
107.	Read books that teach new work skills (example: books from a job training class)	E	R
108.	Put my thoughts in writing	A	W
109.	Talk to family members without arguing	P	C
110.	Use metric measurements like: meters, liters and kilometers	C	M
111.	Protect myself against unfairness at work	E	D
112.	Decide what to believe in (examples: religions, superstitions)	A	V

Curriculum Sub-Parts

P - Personal & Family Management
C - Civic & Social Responsibilities
E - Employability & Occupational Skills
A - Aesthetic & Humanistic Appreciations

Basic Skills

R - Reading
W - Writing
C - Communication
M - Mathematics
D - Decision Making
V - Values Clarification

ROTATION OF LRC ITEMS ACROSS FOUR FORMS

Form S-1 I already know how to:

Form S-3 I am willing to work very long and hard to learn how to:

		Curriculum Sub-Parts	Basic Skills
201.	Read newspapers and magazine advertisements carefully enough to spot lies	P	R
202.	Fill out voter registration forms.	C	W
203.	Say the right thing at a job interview	E	C
204.	Keep score in games (example: bowling, cards) . . .	A	M
205.	Avoid liquor and drug problems	P	D
206.	Participate in our system of government.	C	V
207.	Read help wanted ads	E	R
208.	Write a letter to a friend	A	W
209.	Tell repairmen what to do (examples: plumbers, car mechanics)	P	C
210.	Figure out sales taxes	C	M
211.	Decide what job training I need	E	D
212.	Choose what sexual behavior is right for me	A	V

Curriculum Sub-Parts	Basic Skills
P - Personal & Family Management	R - Reading
C - Civic & Social Responsibilities	W - Writing
E - Employability & Occupational Skills	C - Communication
A - Aesthetic & Humanistic Appreciations	M - Mathematics
	D - Decision Making
	V - Values Clarification

ROTATION OF LRC ITEMS ACROSS FOUR FORMS

Form S-2 I am willing to work very long and hard to learn how to:

Form S-4 I already know how to:

		Curriculum Sub-Parts	Basic Skills
301.	Use a voting machine or a paper ballot	C	R
302.	Do the paperwork for a job (examples: sales slips, work orders)	E	W
303.	Talk about feelings and ideas with friends	A	C
304.	Use money wisely by figuring out a family budget . . .	P	M
305.	Protect my legal rights if arrested or sued.	C	D
306.	Cooperate with others for success at work	E	V
307.	Read books for fun	A	R
308.	Fill out forms at a health clinic or doctor's office. .	P	W
309.	Give directions to someone using North, South East, West.	C	C
310.	Use measuring tools on the job, when employed	E	M
311.	Make decisions about using free time wisely.	A	D
312.	Decide how I feel about birth control.	P	V

Curriculum Sub-Parts

P - Personal & Family Management
C - Civic & Social Responsibilities
E - Employability & Occupational Skills
A - Aesthetic & Humanistic Appreciations

Basic Skills

R - Reading
W - Writing
C - Communication
M - Mathematics
D - Decision Making
V - Values Clarification

ROTATION OF LRC ITEMS ACROSS FOUR FORMS

Form S-2 I already know how to:

Form S-4 I am willing to work very long and hard to learn how to:

		Curriculum Sub-Parts	Basic Skills
401.	Read a newspaper to learn about what is going on in the world	C	R
402.	Fill in the spaces on a job application	E	W
403.	Understand the meaning of things I see and hear on radio and T.V.	A	C
404.	Figure out the best buys when shopping	P	M
405.	Decide who to vote for in an election.	C	D
406.	Enjoy my work, when employed.	E	V
407.	Read magazines for pleasure	A	R
408.	Order goods through the mail (examples: T.V. record offers, catalog orders)	P	W
409.	Listen to others talk about politics	C	C
410.	Understand what my paycheck deductions mean.	E	M
411.	Deal with changes in the world around me.	A	D
412.	Choose a way to live my life that will bring me happiness	P	V

Curriculum Sub-Parts

P - Personal & Family Management
C - Civic & Social Responsibilities
E - Employability & Occupational Skills
A - Aesthetic & Humanistic Appreciations

Basic Skills

R - Reading
W - Writing
C - Communication
M - Mathematics
D - Decision Making
V - Values Clarification

LRC's (Life Role Competencies)

Rotated through 4 student forms

S-1: How Important S-3: How Well			S-1: How Well S-3: How Important			S-2: How Important S-4: How Well			S-2: How Well S-4: How Important		
Page 1:			Page 2:			Page 3:			Page 4:		
101.	P	R	201.	P	R	301.	C	R	401.	C	R
102.	C	W	202.	C	W	302.	E	W	402.	E	W
103.	E	C	203.	E	C	303.	A	C	403.	A	C
104.	A	M	204.	A	M	304.	P	M	404.	P	M
105.	P	D	205.	P	D	305.	C	D	405.	C	D
106.	C	V	206.	C	V	306.	E	V	406.	E	V
107.	E	R	207.	E	R	307.	A	R	407.	A	R
108.	A	W	208.	A	W	308.	P	W	408.	P	W
109.	P	C	209.	P	C	309.	C	C	409.	C	C
110.	C	M	210.	C	M	310.	E	M	410.	E	M
111.	E	D	211.	E	D	311.	A	D	411.	A	D
112.	A	V	212.	A	V	312.	P	V	412.	P	V

P - Personal & Family Management
C - Civic & Social Responsibilities
E - Employability & Occupational Skills
A - Aesthetic & Humanistic Appreciations

R - Reading
W - Writing
C - Communication
M - Mathematics
D - Decision Making
V - Values Clarification

LRC'S Under Skill and Subdivided by Curricular Sub-Part

READING

Personal & Family Management:
1. Find out what is in food I eat by reading food packages.
2. Read newspapers and magazine advertisments carefully enough to spot lies.

Civic & Social Responsibilities:
1. Read a newspaper to learn about what is going on in the world.
2. Use a voting machine or a paper ballot.

Employability & Occupational Skills:
1. Read help wanted ads.
2. Read books that teach new work skills (example: books from a job training class).

Aesthetic & Humanistic Appreciations:
1. Read books for fun.
2. Read magazines for pleasure.

WRITING

Personal & Family Management:
1. Fill out forms at a health clinic or doctor's office.
2. Order goods through the mail (examples: T.V. record offers, catalog orders).

Civic & Social Responsibilities:
1. Fill out voter registration forms.
2. Fill out forms for financial assistance (examples: unemployment benefits, ADC).

Employability & Occupational Skills:
1. Fill in the spaces on a job application.
2. Do the paperwork for a job.

Aesthetic & Humanistic Appreciations:
1. Write a letter to a friend.
2. Put my thoughts in writing.

MATHEMATICS

Personal & Family Management:
1. Use money wisely by figuring out a family budget.
2. Figure out the best buys when shopping.

Civic & Social Responsibilities:
1. Figure out sales taxes.
2. Use metric measurements like: meters, liters and kilometers.

Employability & Occupational Skills:
1. Understand what my paycheck deductions mean.
2. Use measuring tools on the job, when employed.

Aesthetic & Humanistic Appreciations:
1. Keep score in games (examples: bowling, cards).
2. Figure out the cost of a hobby or vacation.

LRC'S Under Skill and Subdivided by Curricular Sub-Part

COMMUNICATION

Personal & Family Management:
1. Talk to family members without arguing.
2. Tell repairmen what to do (examples: plumbers, car mechanics).

Civic & Social Responsibilities:
1. Listen to others talk about politics.
2. Give directions to someone using North, South, East, West.

Employability & Occupational Skills:
1. Say the right thing at a job interview.
2. Explain a job to a new worker, when employed.

Aesthetic & Humanistic Appreciations:
1. Talk about feelings and ideas to friends.
2. Understand the meaning of things I see and hear on radio and T.V.

VALUES CLARIFICATION

Personal & Family Management:
1. Decide how I feel about birth control.
2. Choose a way to live my life that will bring me happiness.

Civic & Social Responsibilities:
1. Participate in our system of government.
2. Get along with people different from me.

Employability & Occupational Skills:
1. Enjoy my work, when employed.
2. Cooperate with others for success at work.

Aesthetic & Humanistic Appreciations:
1. Decide what to believe in (examples: religions, superstitions).
2. Choose what sexual behavior is right for me.

DECISION MAKING

Personal & Family Management:
1. Avoid liquor and drug problems.
2. Help the family through hard times (examples: serious illness, death of a loved one).

Civic & Social Responsibilities:
1. Protect my legal rights if arrested or sued.
2. Decide who to vote for in an election.

Employability & Occupational Skills:
1. Decide what job training I need.
2. Protect myself against unfairness at work.

Aesthetic & Humanistic Appreciations:
1. Make decisions about using free time wisely.
2. Deal with changes in the world around me.

ROTATION OF TEACHER COMPETENCIES (TC) ITEMS ACROSS FOUR FORMS

Form T-1 I am willing to work very long and hard (even pay tuition if necessary) to learn how to:

Form T-3 I already know how to:

		Teacher Competency Sub-Parts
101.	Assess reasons for adult learners' enrollment in adult basic education programs	B
102.	Select a curriculum that will help the learner become a problem solver	C
103.	Reinforce positive attitudes toward learning	D
104.	Select a curriculum that will help adult learners develop employability and occupational skills	C
105.	State objectives in behavioral terms	D
106.	Assess new developments, recent recommendations and current issues in adult education	A
107.	Differentiate between teaching adults and teaching children	B
108.	Select a curriculum that offers opportunities for values clarification	C
109.	Use mass media for educational purposes	D
110.	Determine the ways in which individuals learn most effectively	D
111.	Evaluate my own teaching effectiveness	E
112.	Recognize the nature and intent of adult basic education legislation, including financing	A

Teacher Competency Sub-Parts

A - Appreciating the Scope & Goals of Adult Basic Education
B - Understanding Adult Learners
C - Formulating Curricular Goals
D - Implementing Instructional Objectives
E - Evaluating Student Progress & Program Outcomes

ROTATION OF TEACHER COMPETENCIES (TC) ITEMS ACROSS FOUR FORMS

Form T-3 I am willing to work very long and hard (even pay tuition if necessary) to learn how to:

Form T-1 I already know how to:

		Teacher Competency Sub-Parts
201.	Interpret national, state and local objectives in adult basic education	A
202.	Counsel students on personal matters	B
203.	Select a curriculum based on the interests and needs of the learner	C
204.	Devise teaching strategies that will help learners develop a sense of confidence	D
205.	Choose instructional materials that are consistent with curricular goals	D
206.	Give learners continuous feedback on their educational progress	E
207.	Recognize symptoms of physical defects, such as vision or hearing loss, that may account for learning problems	B
208.	Choose a curriculum that will help learners become aware of their own and others needs, opinions and feelings	C
209.	Construct teaching materials	D
210.	Communicate effectively with learners	D
211.	Contribute to the process of program evaluation	E
212.	Interpret the adult basic education program to other teachers and the community	E

Teacher Competency Sub-Parts

A - Appreciating the Scope & Goals of Adult Basic Education
B - Understanding Adult Learners
C - Formulating Curricular Goals
D - Implementing Instructional Objectives
E - Evaluating Student Progress & Program Outcomes

ROTATION OF TEACHER COMPETENCIES (TC) ITEMS ACROSS FOUR FORMS

Form T-2 I am willing to work very long and hard (even pay tuition if necessary) to learn how to:

Form T-4 I already know how to:

		Teacher Competency Sub-Parts
301.	Plan classroom strategies based on the special needs of economically disadvantaged people in various ethnic groups	D
302.	Differentiate between goals and objectives	C
303.	Devise practical activities for learners to reinforce classroom instruction	D
304.	Modify instruction to account for the social and psychological effects of aging	D
305.	Choose tests that yield necessary data on learners	E
306.	Assess learning anxieties specific to certain groups of learners	B
307.	Select a curriculum that will help adult learners in personal and family management	C
308.	Work in a team teaching situation	D
309.	Encourage learner participation in the classroom	D
310.	Adjust the administration and interpretation of tests according to the behavioral characteristics of adults	E
311.	Select a curriculum that will help adult learners become aware of their civic and social responsibilities	C
312.	Design an individual instructional plan for each student based on the findings of diagnostic tests	D

Teacher Competency Sub-Parts

A - Appreciating the Scope & Goals of Adult Basic Education
B - Understanding Adult Learners
C - Formulating Curricular Goals
D - Implementing Instructional Objectives
E - Evaluating Student Progress & Program Outcomes

ROTATION OF TEACHER COMPETENCIES (TC) ITEMS ACROSS FOUR FORMS

Form T-4 . I am willing to work very long and hard (even pay tuition if necessary) to learn how to:

Form T-2 I already know how to:

		Teacher Competency Sub-Parts
401.	Refer learners to appropriate agencies that service social, educational and training needs	D
402.	Try new approaches in the classroom	D
403.	Relate information about the job market to the vocational interests of the learners	D
404.	Plan instructional activities that relate community resources to the needs of learners	D
405.	Select a curriculum to help adult learners develop aesthetic and humanistic appreciations	C
406.	Plan independent study with learners	D
407.	Relate instructional content to the life of learners	D
408.	Select a curriculum that includes the essential elements of the communication process (speaking, listening, remembering, reading and writing)	C
409.	Operate a learning laboratory	D
410.	Design instructional strategies with each of the domains (cognitive, psychomotor, affective)	D
411.	Apply principles of attitude and behavior change in the instructional process	D
412.	Adapt instructional activities for the physically handicapped	D

Teacher Competency Sub-Parts

A - Appreciating the Scope & Goals of Adult Basic Education
B - Understanding Adult Learners
C - Formulating Curricular Goals
D - Implementing Instructional Objectives
E - Evaluating Student Progress & Program Outcomes

TEACHER COMPETENCIES

A.	Appreciating the Scope & Goals of Adult Basic Education	(3 Items)
	106, 112, 201	
B.	Understanding Adult Learners	(5 Items)
	101, 107, 202, 207, 306	
C.	Formulating Curricular Goals	(10 Items)
	102, 104, 108, 203, 208, 302, 307, 311, 405, 408	
D.	Implementing Instructional Objectives	(24 Items)
	103, 105, 109, 110, 204, 205, 209, 210, 301, 303, 304,308 309, 312, 401, 402, 403, 404, 406, 407, 409, 410, 411, 412	
E.	Evaluating Student Progress and Program Outcomes	(6 Items)
	111, 206, 211, 212, 305, 310	

Teacher Competency Sub-Parts

A - Appreciating the Scope & Goals of Adult Basic Education
B - Understanding Adult Learners
C - Formulating Curricular Goals
D - Implementing Instructional Objectives
E - Evaluating Student Progress & Program Outcomes

GUIDELINES FOR QUALITATIVE INTERVIEWERS

INTERVIEWER'S CODE

YOU MUST BE:

1. Completely honest in your work.
2. Reliable and conscientious.
3. Utterly objective in your manner of asking questions.
4. Faithful and neutral in recording answers.
5. Willing to write answers fully and legibly.
6. Interested in people; understanding.
7. Able to inspire people's confidence and put them at ease.
8. Inconspicuously, but neatly dressed for personal interviews.

BE SURE TO:

1. Study all questions until you know what they mean and are familiar enough with them so you can ask the question instead of blindly reading it.

2. Interview yourself by answering each question thoughtfully. Then interview someone else, for practice. Of course, these interviews are not counted as part of the assigned interviews you turn in.

3. Re-read your instructions between interviews-you may pick up points you missed before or correct errors you have begun to make.

YOUR ATTITUDE SHOULD BE:

1. NEUTRAL

As an interviewer, you merely soak up information like a sponge without giving any of it back. Your job is to record what information regardless of whether you think it good, bad, indifferent, boring or exciting.

Don't-by word, action, or gesture-indicate surprise, pleasure, or disapproval at any answer. Even a slight grimace or gasp will cue a respondent that you have reacted to his answer.

Don't attempt to influence responses in any way. The truth is all that really counts-what the person really thinks or feels about the subject. Thus:

a. Never suggest an answer. And don't give your own opinions. This is a survey of respondent's feelings, not yours.

b. For the same reason-so the response will not be influenced in any way-you must ask the questions exactly as they are worded and in the same order every time. Each interview must be done the same way, to assure uniform and reliable results.

c. If the respondent doesn't understand a question, repeat it exactly as written rather than explain it. Repeat the question only twice, then go on if the person still does not understand it.

GUIDELINES FOR QUALITATIVE INTERVIEWERS

2. IMPARTIAL

Whatever you may think of an individual or his opinion, keep it to yourself. Each interview you are asked to get, and therefore each person you speak to, is equally important.

You should be adaptable to anyone and gracious to all. Each person you approach poses different problems requiring different techniques. The important think is to inspire the confidence of every respondent regardless of sex, age, residence, income, political affiliation or whatever.

3. CASUAL

You are not a spy out on a secret mission. If you pursue your assignment too earnestly, too grimly, the respondent is forced to be defensive. He won't tell you what he honestly thinks.

You are not subjecting the individual to the third degree. This is not in any sense a quiz or intelligence test. He'll tell nothing if he thinks you're watching for errors or conducting an examination. Don't make him think it's a matter of life and death. Take is easy. Approach the interview pleasurably and let the respondent enjoy it, too. Assume that he wants to express his opinion and wants to be interviewed. You merely are giving him the chance to express himself on matters that may be important to him.

4. CONVERSATIONAL

Use an informal manner of speaking, natural to you, and aimed at putting the individual at ease. Know the questions so well that you never sound as though you're reading them formally.

Although you are conversational, never lose control of the interview. From the moment the correct respondent appears at the door or answers the phone, talk him through the introduction and right into the body of the questionnaire before he reacts negatively.

Be ready with stock answers to handle interruptions or objections. Give these answers in an offhand tone of voice as though you've heard the objection a hundred times, and proceed with the questions.

5. FRIENDLY

A major objective is to put the respondent at ease. If he isn't relaxed, you can't make him talk. The burden of ignorance has to be lifted from the respondent's shoulders--that is, he must not be made to feel ashamed of his lack of information. Your attitude, therefore, must be sympathetic and understanding. Emphasize that there are no correct answers. Rather, he must be made to realize that what he thinks really is what counts.

GUIDELINES FOR QUALITATIVE INTERVIEWERS

If the respondent is forced to answer, "I don't know," to a series of information questions, he may become embarrassed and start grasping for any other answers. Good question wording will provide alternatives like "...or haven't you had a chance to read about that?" A sympathetic interviewer will make these alternatives seem like natural parts of the question instead of making them sound like, "You don't know that either?" or something equally demoralizing.

Again, if the individual seems confused by a question, even after repetition, record whatever answer is given. Or if the respondent objects to a question, you are allowed to side with him only to the extent that you say with a smile, "I don't know why, but that's the way my office has the question worded."

Remember: the object of the survey is to get the honest, uninfluenced opinion of each individual interviewed. You are merely the medium through which the opinion is conveyed. Nothing of you should be in the interview results.

INTERVIEWING TACTICS

1. Usually the first meaningful reaction to a question is the important or true one. Don't record any changes in an answer to a past question if you already have gone on to other items. Note at the point he wishes to go back that the respondent now indicates he would say something else.

2. But don't record a "don't know" answer too quickly. People say, "I don't know" when stalling for time to arrange their thoughts. The phrase merely may be an introduction to a meaningful comment, so give the respondent a little time to think.

3. When straight "yes" and "No" answers are accompanied by qualifications such as "Yes, if..." or "Yes, but not..," record the comments, regardless of whether space has been provided for them. Later they may reveal something important about the questions which was not anticipated.

4. Record comments or remarks just as they are given. The exact words people use to describe their feelings are important. Include the flavor of language used, rather than summarize the comments in your own words. Of course, if the comment is lengthy and you cannot write down every word, make notes that give the sense and the style of the comment. Use abbreviations that are understandable, so in checking over the interview you can fill in the content of the answer.

5. Get specific comments, not vague, meaningless generalities like, "I like it because it's good" or "because it's interesting" or "It's okay." Ask "Why?" in such cases.

6. Keep talking as you write. Ask the second question as you record the response to the first. Start the respondent thinking about a question. If you let a silence grow, he has more opportunities to become distracted, bored, resentful, or may even change his mind.

GUIDELINES FOR QUALITATIVE INTERVIEWERS

7. Focus the respondent's attention on the questions. If he wants to talk about his new car or the New Frontier, politely but firmly steer him back to the questions. Smile and say, "That's interesting...now what would you say about this question?"

8. Record all the answers yourself; never allow the respondent to do so. Under no circumstances should he see the questions, for if he knows what is coming he is already contriving an answer. Exception: Sometimes there is a separate section in the questionnaire that the respondent is asked to fill out.

9. Get all the information you are asked to get. That means, ask every question and record every answer-in the correct place. A questionnaire with serious omissions or errors may have to be discarded. The ordinary analyst cannot guess answers. Therefore, check over the questionnaire at the end of each interview before you hang up the phone or leave the respondent's presence. Say, "Now, let's see if we've got everything," to allow you to look over each question to see that it is answered and the answer recorded correctly. This applies to the demographic data as well.

INTERVIEWING CAUTIONS

NEVER DO ANY OF THE FOLLOWING:

1. Never interview more than one person in the same family or the same housing unit. Members of one family are likely to share the same opinions on many subjects, and the sample calls for the diverse opinions of the community.

2. Never interview your friends. Strangers are preferred because you'll find it easier to be objective and impartial with them.

3. Never take a friend or anyone else along when you do interviewing. Go alone. Respondents will be more inhibited in the presence of "extra" interviewers.

4. Never allow anyone other than the designated respondent to answer your questions. In personal interviewing situations, seek privacy. If others must be present and they start talking, or if the respondent asks for their opinion, tell him only his opinions are important. Gently but firmly instruct family members not to interrupt.

5. Never let someone else do the work for you. Substitutes are worthless, since you are the trained interviewer. If you cannot complete the work yourself, notify the survey director at once.

6. Never reveal the details of specific interviews to others. The information you obtain is confidential and you must respect this.

GUIDELINES FOR QUALITATIVE INTERVIEWERS

7. Never correct errors on someone else's advice. Instead, tell the survey director about your difficulties.

8. Never falsify interviews. It isn't worth the trouble to do the job poorly or wrong.

ALWAYS DO EACH OF THE FOLLOWING:

1. Always follow instructions carefully.
2. Always study the questionnaire until you are familiar with all the questions.
3. Always use the brief introductory approach written into the questionnaire.
4. Always be completely neutral, informal, conscientious.
5. Always read questions just as they are written.
6. Always ask all of the questions.
7. Always ask questions in the order they appear.
8. Always record comments accurately.
9. Always interview only the proper person at the housing unit designated by your procedure.
10. Always check each questionnaire to make sure you have completed every item.
11. Always interview people you don't know, and interview them alone.

STOCK ANSWERS TO RESPONDENTS

WHAT YOU SHOULD SAY...

1. If respondent asks: "Who is doing this survey?" "This survey is being conducted by ____________________. We are trying to get an idea about what people think about current issues in this school district."

2. If respondent presses for a better answer on auspices: "The people in charge of this survey are at the ____________________. They'd be glad to explain this survey to you. Would you like their phone number so you could call them?" (If "Yes," give information number.)

3. If respondent wonders why he is being interviewed, or suggests interviewing someone else: "You were selected completely by chance according to procedures worked out by my office. So your opinions are important and interviewing someone else wouldn't be as good."

4. If respondent says he doesn't have time to be interviewed: "The questions won't take long. You can go right on with your work and I'll just run through these items." (Begin questioning immediately.)

GUIDELINES FOR QUALITATIVE INTERVIEWERS

5. If respondent insists he is too busy:
"What would be a better time soon for me to call back? I'll note down an appointment that would be more convenient for you."

6. If respondent says he doesn't know enough to give good answers:
"In this survey, it's not what you know that counts. Rather, it's what you think about various topics that is important."

7. If respondent is afraid to answer some question or asks: "What are you going to do with these answers?" or "Why do you want to know that?"
"Well...many people are being asked these same questions, of course, and what you say is confidential. We are interested in these questions only to see what a lot of people in this school district generally are thinking about."

8. If respondent resents questions that talk down to him:
"The people in my office made up these questions, and we are instructed to read each one just as it is written."

9. If respondent is annoyed and just plain refuses to answer a question:
"Of course, you don't have to answer any question you'd prefer not to. I'm only trying to get your opinion because our study is more accurate that way." Then if respondent still refuses, don't comment, just go on quickly to the next question. Mark the item "Refused."

Abstracted from Survey Research, by Charles H. Backstrom and Gerald D. Hursh. DeKulb, IL: Northwestern University Press, 1963.

QUALITATIVE INTERVIEWERS SCHEDULE

Adult Basic Education Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

INTERVIEWER SCHEDULE--ABE NEEDS ASSESSMENT SURVEY 3/22/78

Site/Course	# Sections	Times	Contact	# Interviews
Livonia				
ABE II Day	7 sections	8:30-1:00 M-Th	Wayne Paul	(5)
ABE I Eve	3 sections	6:00-10:00 T, Th	Nick Exarhos	(5)
Assignment: 2 from Schoolcraft; 1 day, 1 eve.				
Detroit				
ABE II Day	24 sections	10:00-4:30 M-Th	Harry Woods	(5)
ABE I Eve	2 sections	6:00 -9:00 M-Th	Bruce Bolton	(5)
Assignment: Lois Stewart (Day) Ray Johnson (Eve)				
Mt. Clemens				
ABE II Eve	1 section	7:00-10:00 M, W	Mrs. Thompson	(8)
ESL I Eve	1 section	7:00-10:00 T, Th	Mrs. Turbow	(2)
Assignment: Bob Chura (5 ABE II) Karen Rutkowski (3 ABE II, 2 ESL I)				
Ferndale				
ABE I Day	Learning C.		Joyce Beasley	(5)
ESL II Day	1 section		Joyce Beasley	(5)
Assignment: Phyllis Yates (ABE I) Myra Jacobs (ESL II)				

All interviews done the week of April 3. Do 3 first session, followed by 2 last session. All interviews yield at least a solid one-two page write up per the general outline. Return all write-ups together in the envelope provided. Reports should be tyned, double spaced. Lastly, include a one page summary of your interviewing experience in this project, your perceptions, feelings about those you interviewed, etc.

In case of problems, etc., contact: Edward S. Balian 355-3419 or 286-8800 X 248.

STUDENT INSTRUMENTS - PAGE NUMBERS

	S1	S2	S3	S4
TITLE PAGE (right side)	1	1	1	1
BLANK PAGE (left side)	2	2	2	2
INTRODUCTION PAGE (right side)	3	3	3	3
BLANK PAGE (left side)	4	4	4	4
DIRECTIONS PAGE (right side)	5	5	5	5
HOW IMPORTANT SIGN (left side)	6	6	6	6
LRC a (right side)	7a			
b (right side)		7b		
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d (right side)				7d
HOW WELL SIGN (left side)	8	8	8	8
LRC a (right side)	9a			
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BLANK PAGE (left side)	10	10	10	10
RANK PAGE (right side)	11	11	11	11
LOGO PAGE (left side)	12	12	12	12
LOGO PAGE (right side)	13	13	13	13
SELF ESTEEM PAGE (left side)	14s		14s	
SELF ESTEEM PAGE (right side)	15s		15s	
MISC X PAGE (left side)		14x		14x
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MISC Y PAGE (left side)	16y			16y
MISC Y PAGE (right side)	17y			17y
BLANK PAGE (left side)	18			18
PERSONALITY PAGE (left side)		16p	16p	
PERSONALITY PAGE (right side)		17p	17p	
BLANK PAGE (left side)		18	18	
DEMOGRAPHICS (right side)	19	19	19	19
" (left side)	20	20	20	20
" (right side)	21	21	21	21
BLANK PAGE (left side)	22	22	22	22
QUALITATIVE PAGE (right side)	23	23	23	23
BLANK PAGE (left side)	24	24	24	24

TEACHER INSTRUMENTS - PAGE NUMBERS

	T1	T2	T3	T4
TITLE PAGE (right side)	1	1	1	1
BLANK PAGE (left side)	2	2	2	2
INTRODUCTION PAGE (right side)	3	3	3	3
BLANK PAGE (left side)	4	4	4	4
DIRECTIONS PAGE (right side)	5	5	5	5
HOW IMPORTANT SIGN (left side)	6	6	6	6
LRC a (right side)	7a			
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HOW WELL SIGN (left side)	8	8	8	8
LRC a (right side)	9a			
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LOGO PAGE (right side)	13	13	13	13
HOW IMPORTANT SIGN (left side)	14	14	14	14
TEACHER COMPETENCIES (right side)	15a	15b	15c	15d
HOW WELL SIGN (left side)	16	16	16	16
TEACHER COMPETENCIES (right side)	17a	17b	17c	17d
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OCCUPATIONAL SATISFACTION (left side)		18s		18s
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PERSONALITY PAGE (left side)	22p		22p	22p
PERSONALITY PAGE (right side)	23p		23p	23p
DEMOGRAPHICS (left side)	24	24	24	24
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" (left side)	26	26	26	26
" (right side)	27	27	27	27
QUALITATIVE PAGE (left side)	28	28	28	28

ADMINISTRATOR INSTRUMENTS - PAGE NUMBERS

	A1	A2	A3	A4
TITLE PAGE (right side)	1	1	1	1
BLANK PAGE (left side)	2	2	2	2
INTRODUCTION PAGE (right side)	3	3	3	3
BLANK PAGE (left side)	4	4	4	4
DIRECTIONS PAGE (right side)	5	5	5	5
HOW IMPORTANT SIGN (left side)	6	6	6	6
LRC a (right side)	7a			
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d (right side)				7d
HOW WELL SIGN (left side)	8	8	8	8
LRC a (right side)	9a			
b (right side)		9b		
c (right side)			9c	
d (right side)				9d
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RANK PAGE (right side)	11	11	11	11
LOGO PAGE (left side)	12	12	12	12
LOGO PAGE (right side)	13	13	13	13
HOW IMPORTANT SIGN (left side)	14	14	14	14
TEACHER COMPETENCIES (right side)	15a	15b	15c	15d
HOW WELL SIGN (left side)	16	16	16	16
TEACHER COMPETENCIES (right side)	17a	17b	17c	17d
BLANK PAGE (left side)	18		18	
OCCUPATIONAL SATISFACTION (left side)		18s		18s
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MISC XY PAGE (right side)	21xy		21xy	
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MISC X PAGE (right side)		23x		
PERSONALITY PAGE (left side)	22p		22p	22p
PERSONALITY PAGE (right side)	23p		23p	23p
DEMOGRAPHICS (left side)	24	24	24	24
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" (right side)	27	27	27	27
QUALITATIVE PAGE (left side)	28	28	28	28

ABE PRINTING NEEDS

	FORM	COPIES	ESTIMATED NEED
STUDENTS	S1	1,000	763
	S2	1,000	740
	S3	1,000	748
	S4	1,000	755
TEACHERS	T1	180	156
	T2	180	155
	T3	180	155
	T4	180	151
ADMINISTRATORS	A1	80	35
	A2	80	35
	A3	80	35
	A4	80	35
TEACHER INSTRUCTIONS	S1 Instructions	80	
	S2 Instructions	80	
	S3 Instructions	80	
	S4 Instructions	80	
TRANSLATED VERSION	S1 - 5 languages	40	
	S2	40	
	S3	40	
	S4	40	
	Introduction Letter (IL) (1 or 2 pages)	150	
	Adm. Survey Letter (ASL)	150	

A PARTIAL LIST OF

STUDIES EMPLOYING THE COOPERSMITH SELF-ESTEEM INVENTORY

There have been over 150 studies employing the Self-Esteem Inventory (SEI) that have been used during the last twenty years. The enclosed list is intended to provide a generous but not comprehensive sample of such studies. The list includes published articles, dissertations, research reports and papers presented at conventions. The list is prepared in response to inquiries regarding relevant literature emerging from use of the SEI.

Austin, J., Poort, D. and Snider, T. Frontiers of Change: An Evaluation of the Muskegon Public Schools. Muskegon, Michigan, 1970.

Bates, W. C. The Relationship of Self-Esteem and Ethnicity in Six Northern California Schools. Thesis, University of California. Santa Cruz, 1972.

Beebe, J. Self-Concept and Internal-External Control in Children and Adolescents (University of Rochester). In Press.

Benning, J., Feldhusen, J., and Thurston, J. Delinquency Prone Youth: Longitudinal and Preventative Research. III. Report of Eau Claire County Youth Study. Eau Claire, Wisconsin.

Berkowitz, W. A. Incongruent Success and Failure as Determiners of Self-Esteem Change and Persuasibility. M.A. Thesis, San Francisco State College, 1970

Burger, M. A Comparative Study of the Self-Esteem of Young Black, Spanish and White Children. Ed.D. dissertation, Northern Illinois University, 1973.

Bricker, R. Effects of Mobility on the Social Adjustment and Self-Esteem of Middle and Upper Middle Class Suburban Children Aged 8 through 11. Ph.D. dissertation, Northern Illinois University 1973.

Campbell, J. and Dickson, B. J. Evaluation of the self-esteem of black and white children. Unpublished research report. Winthrop College, Chester, South Carolina. December 1972.

Campbell, P. School and self-concept. *Educational Leadership*. 1967, *24*, *510-515*.

Campbell, P. Self-concept and academic achievement in middle grade public school children. *Dissertation Abstracts*, 1966, *27*, *1535-1536*.

Carter, D. The effect of teacher expectations on the self-esteem and academic achievement of seventh grade students. *Dissertation Abstracts*, 1971, *31(a)*, *4539A*.

Christian, K. *A phenomenological approach to the study of self esteem*. Ph.D. dissertation, University of California, Davis, 1971.

Coopersmith, S. A method of determining types of self-esteem. *Journal of Abnormal and Social Psychology*, 1959, *59*, *87-95*.

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Coopersmith, S. *The Antecedents of Self-Esteem*. San Francisco, W. H. Freeman. 1967.

Crow, M. *An investigation of structured aural, structured visual and unstructured group counseling techniques with elementary school children.* Ph.D. dissertation, North Texas State University, 1970.

Dillon, S. *A Validation Study of the Kinch Self-Image Inventory*. Ph.D. dissertation, University of Denver, 1971.

Donaldson, T. S. *Affective Testing in the Alum Rock Voucher Schools*. Rand Corporation. February 1974.

Fullerton, W. S. *Self-Disclosure, Self-Esteem and Risk Taking: A Study of their convergent and discriminant validity in elementary school children.* Ph.D. dissertation, University of California, Berkeley, 1972.

Gardner, R. *The relationship of self-esteem and variables associated with reading among fourth grade Piwa children*. Ph.D. dissertation, University of Arizona, 1973.

Goodstadt, B., and Kipnes, D. *Report on Achievement Instruction Materials.* Research for Better Schools, Philadelphia, 1971.

Hammes, R. The relationship between self-esteem and achievement motivation. Ph.D. dissertation, Northern Illinois University, 1973.

Hepner, E. M. Evaluation of Self-Image of Students in Reading Clinic. Title I Report: Lynwood School District, Lynwood, California. 1971.

Hepner, E. M. "Can compensatory education improve the self-image of socially and culturally different children?" Paper presented at AERA meeting Feb. 25, 1973. New Orleans, Louisiana.

Jacobus, K. L. The relationship between trait anxiety and self-esteem. Thesis submitted, Hanover College, 1971.

Jameson, A. An analysis of self-esteem and academic achievement of tri-racial isolate Negro and Caucasian elementary and middle school boys and girls. Ph.D. dissertation, University of Maryland, 1973.

Jeanne, S. The effects of positive value statements on self-esteem. Ph.D. dissertation, United States International University, 1973.

Jones, C. A comparison of low socioeconomic students' self-concepts within follow through classrooms and within traditional classrooms. Ph.D. dissertation, Mississippi State University, 1973.

Kelley, M. Self-esteem and its relationship to the goals and performances of high school baseball players. M.A. thesis, University of California, Davis 1972.

Kern, P. A study of the relationship among anxiety, self-esteem and achievement. Dissertation Abstract Int. 1971, 31(9) 4551-A.

Ketcham, W., and Morse, W. C. Dimensions of Children's Social and Psychological Development Related to School Achievement. Cooperative Research Project No. 1286, Office of Education, Dept. of HEW. University of Michigan, Ann Arbor, Michigan.

Kimball, O. Development of Norms for the Coopersmith Self-Esteem Inventory: Grades Four Through Eight. Doctoral Dissertation, Northern Illinois University, 1972.

Many, M. The relationship between anxiety and self esteem in grades four through eight. Doctoral dissertation, 1973.

Matteson, R. Adolescent self-esteem, family communication and satisfaction. Journal of Psychology. 1974, 86, 35-47

M'Afee, O. The New Nursery School Research Project. College of Education, University of Northern Colorado, Greeley, Colorado.

McKinney, A. A Study of the relationship between self concept and the achievement of elementary school children.

McMurtry, A. R. Self-Esteem in Mexican American and Anglo American Children in California. M.A. Thesis, University of California Davis, 1966.

Michel, D. FSU Training and Research Project. Florida Mental Health Newsletter, 1969, 4, No.12.

Miller, T. W. Differential Response Patterns as they affect the self-esteem of the child. Paper presented at AERA meeting. New York, February 4, 1971 (Rosary Hill College, Buffalo, New York).

Moherman, F. The relationship between self-concept and peer status in third and fourth graders. Masters Thesis, University of Kansas, 1973.

Nelson, G. An investigation of selected correlates of self-concept in children. Dissertation Abstracts, 1971, 31(10), 5210(A).

Osman, W. The relationship of self-esteem and future time perspective, Masters Thesis, California State University, Sacramento, 1973.

Owens, T. R., and Gustafson, R. A comparison of self-esteem levels of Mexican-American and non-Mexican American children in grades three, six and nine. Paper presented at meeting of American Psychological Association, September 5, 1971, Washington, D. C.

Phelan, J. M. Correlates of Contemporary and Traditional School Organization, Total Achievement, Reading Achievement, Self-Concept, Attitude Toward Reading. Doctoral dissertation, Boston University, 1972.

Reed, C. O. The relationship between teachers' attitudes and the self-esteem of their students in elementary grades. M.S. Thesis, University of Utah, 1972.

Richmond, Bert, and White, W. Predicting Teacher's Perceptions of Pupil Behavior. Unpublished manuscript, University of Georgia, 1972.

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Schwartz, E. *A study of self-esteem of elementary school students in two socioeconomic groups, as measured by the self-report of the teachers and as perceived by their teachers.* Ph.D. Dissertation, New York University, 1971.

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Simon, W. E., and Bernstein, E. The relationship between self-esteem and perceived reciprocal liking: A sociometric test of the theory of cognitive balance. *Journal of Psychology*, 1971, *79*, *197-201*

Sorrells, J. M. *Personality Change in Preadolescent Boys Through Experimental Dyadic Companionships*. Ph.D. Dissertation, University of California, Berkeley, 1965.

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Storey, J. The relationship of intellectual and nonintellectual variables to performance over a series of trials. Master's Thesis, University of Halifax, Nova Scotia, 1973.

Strodtbeck, F. L. *Tutoring and Growth: A Report on the Neighborhood Youth Corps Tutoring Project Prepared for the National Commission on Resources for Youth*. University of Chicago, 1972.

Swain, R. S. *Report of the results obtained from the use of a recorded attitude and self-concept change program in two Title I schools*. Jefferson County School District, Denver, Colorado, 1973.

Swartz, D. *The relationship of self-esteem to reading performance*. Doctoral dissertation, University of Northern Colorado 1972.

TeSelle, A. *Self-Esteem Education Evaluation Report* (Title VI). Castro Valley Unified School District. August 1971.

Torbert, M. Relationships between motor proficiency and self-concept of sixth grade boys. Ph.D. dissertation, University of Southern California, 1972.

Toto, S. E. Altering parental attitudes towards child-rearing practices and its effect on adolescent self-esteem. Doctoral dissertation, Boston University, 1973.

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Walton, Joan. Sex differences in self-esteem among equally achieving fifth graders. M.Ed. Thesis, Rutgers University, 1972.

Ward, M. The effects of planned nursing intervention in the self-esteem of children who have cystic fibrosis. M.S. Thesis, Emory University, 1971.

White, W. F., and Richmond, B. Perception of self and of peers by economically deprived black and advantaged white fifth graders (University of Georgia). In press.

Whitt, R. Attitudes of teachers in relation to student self-concept and attitudes toward school: A study in thirteen inner city schools in the Flint Experimental Better Tomorrow for Urban Youth Compensatory Program. Ph.D. dissertation, Wayne State University, 1966.

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Woods, L. Perceived parental interest and self-esteem in late adolescence. Thesis, Hanover College, 1971.

Zirkel, P., and Moses, E. G. Self-concept and ethnic group membership among public school students. American Educational Research Journal, 1971, 2, 253-265.

This list was abstracted from materials prepared by Donald S. Coopersmith, Ph.D.

APPENDIX B

SAMPLING INFORMATION AND CORRESPONDENCE

TABLE OF CONTENTS

APPENDIX B

SAMPLING INFORMATION AND COORESPONDENCE

1. Map of Sample Districts . . . .

2. In the Sample

    a. Thank You Letter to "In the Sample" Participating Districts . . . .
    b. Administrator Follow-Up Letter . . . .
    c. Administrator Letter Accompanying Survey (enclosure: sample classroom designations). . . . .
    d. Letter Accompanying Teacher Instrument . . . .
    e. Letter To Administrators, Pre-Survey Confirmation of Student Numbers . . . .

3. Out of Sample

    a. Surveys Sent . . . .
    b. Follow-Up Letter To Administrators . . . .
    c. Follow-Up Letter To ABE Administrators . . . .
    d. Letter Accompanying Teacher Instrument . . . .
    e. Administrator Letter Accompanying (T) Survey . . . .
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4. Initial Inquiry . . . .

5. Sampling Information For "22" Districts' ABE Enrollments Reported: January 1977 . . . .

6. Mailing Information On Sampled Districts . . . .

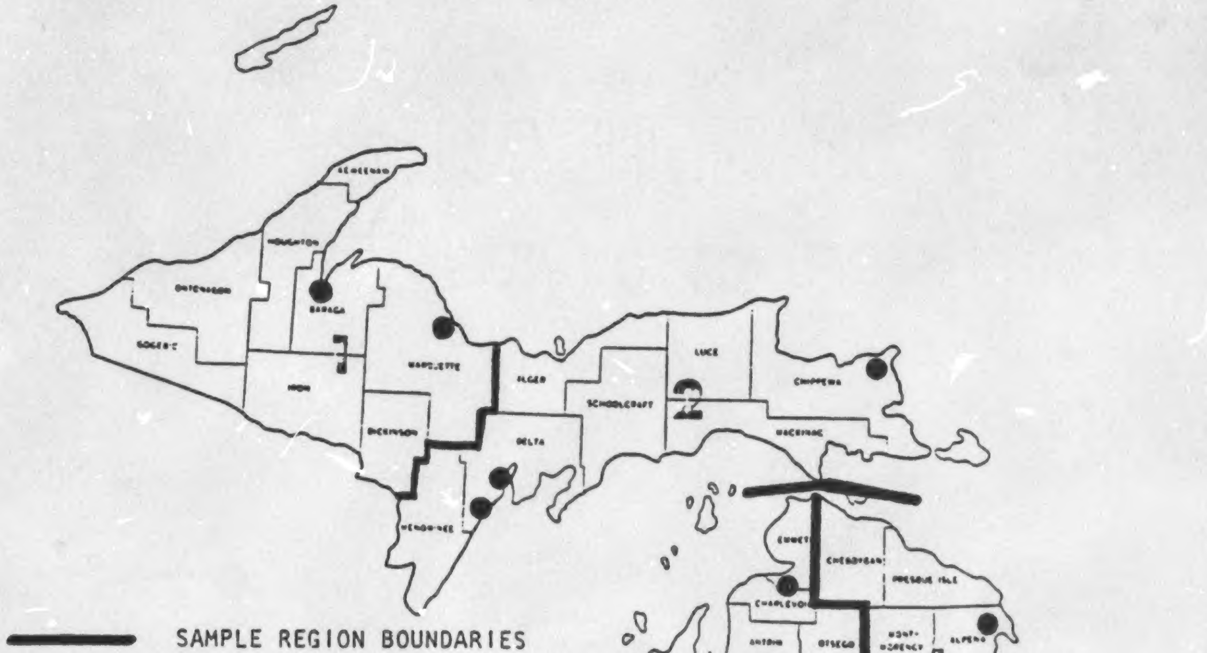
7. The Universe Of ABE Programs In Michigan . . . .

MICHIGAN

Counties, Standard Metropolitan Statistical Areas, and Selected Places

SAMPLE DISTRICTS FOR ABE NEEDS ASSESSMENT

1977-1978


SAMPLE REGION BOUNDARIES
2 REGION NUMBERS
● SAMPLE DISTRICT
BAY CITY
MUSKEGON MUSKEGON HEIGHTS
SAGINAW
GRAND RAPIDS
FLINT
LANSING
DETROIT
KALAMAZOO
JACKSON
ANN ARBOR
TOLEDO
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

Adult Basic Education
Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

April 20, 1978

Dear

I would like to take this opportunity to thank you for your help and thoroughness in administering the Adult Basic Education Needs Assessment in your local school district. I know you'll be pleased to hear that 2200 student responses were received from the 22 school districts drawn in the sample and that we are currently working with data outcomes and preparing the final report for delivery to the Michigan Department of Education by June 2, 1978.

At this time, I am gathering together any outstanding receipts for mailing expenses; and confirmation of Social Security numbers for the person primarily responsible for survey administration in each district. Please provide us with the enclosed information by May 5, 1978 so that it can be processed through our Business Office before the termination of the project.

Again, thank you for your help and enthusiasm. It was a pleasure working with you on this project and I look forward to future cooperative efforts in the field of adult education. If you have any questions about the ABE Needs Assessment findings, please direct them to: Adult & Continuing Education Services, Michigan Department of Education, Lansing, MI 48909.

Sincerely,

Margaret Dickinson

Margaret Dickinson
Project Specialist

MD:dc
Enclosure

ABE NEEDS ASSESSMENT RECEIPT FORM

A. Person primarily responsible for administration of ABE Needs Assessment:

Name______________________________________

School District______________________________

Address____________________________________

City______________________________________

Zip__________________

B. Choice: Check one:

1. Personal honorarium ☐ Social Security Number_____________________
2. ABE program donation ☐ Check payable to___________________________

C. Outstanding Mailing Expenses: $____________________
(Attach receipts)

Adult Basic Education
Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

March 14, 1978

DEAR ABE ADMINISTRATOR:

I hope you received your ABE survey materials from United Parcel Service on or about March 12 and that you found the organization by classroom fairly representative of actual student numbers. It was my intention to make your task of distribution and collection as easy as possible.

I would appreciate completed surveys leaving your district via United Parcel Service on or before March 24, 1978 (Good Friday) so that Easter vacation can be used for data processing. I would also appreciate the return of any unused teacher forms: T-1, T-2, T-3 and T-4. If you have any questions don't hesitate to call me, area code, 313, 286-8800, ext. 248.

Again, thank you for your help and cooperation.

Sincerely,

Margaret Dickinson

Margaret Dickinson

MD:cmk

Adult Basic Education
Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

March 6, 1978

Dear Miss Baribeau:

WE CARE WHAT YOU THINK!

Thank you for your much needed cooperation in this Michigan Adult Basic Education Needs Assessment Survey. As you may already know, your district is one of only 22 districts throughout the State which was scientifically selected to represent the opinions and attitudes of ABE participants in Michigan. Students, teachers and administrators alike will be surveyed in each of these specially selected districts.

Students should be surveyed within one week after the receipt of this correspondence. Student surveys should take place during regular class times, or, if in learning centers or drop-in centers, at a time when student turnout is heavy. Teachers are required to read the entire survey to the students as the group proceeds through the questions together. The survey should take about 45-60 minutes on the average, according to our earlier pilot studies. All survey forms are anonymous.

All teachers of the sampled classrooms (or sections) are asked to complete a teacher survey of their own. Likewise, as the administrator of the selected district, you also will be one of the few to have an opportunity to express your opinions and attitudes about the Michigan ABE Program on your own individual survey form. Teachers and administrator surveys should be completed at any time before the student surveys are given.

Based upon the recent enrollment information supplied to us by your office, the attached list of classes and respective teachers were selected to partake in the survey. Due to the precise scientific sampling involved, the opinions expressed by you, your teachers and the students will statistically represent literally hundreds of other ABE participants across our State. It is imperative that the attached listing of classes (or sections) and respective teachers are surveyed with the designated forms and no other individuals or forms are substituted in their place without our prior knowledge. Please send all completed forms back to us in the carton(s) they arrived in, via United Parcel Service. We will reimburse you for this expenditure.

If you experience problems with any phase of the surveying, please do not hesitate to call our office collect (area code 313 - 286-8800, ext. 248 or 249) for additional instructions or clarification. Again, thank you for your interest and cooperation in this research endeavor.

Sincerely,

Margaret Dickinson

Margaret Dickinson
Project Specialist

Sincerely,

Edward S. Balian
Project Specialist

Enclosures
EB:cmk

ADULT BASIC EDUCATION NEEDS ASSESSMENT PROJECT

DISTRICT NAME L'Anse-Baraga Community Schools (0101)
(code)

SURVEY THE FOLLOWING WITH THE INDICATED SURVEY FORMS:

ADMINISTRATOR

FORM A-1

STUDENTS AND TEACHERS

CLASS OR SECTION DESCRIPTIONS	STUDENT FORM	TEACHER FORM
1. ABE Level I (day) 2 sections, approx. 5 students per section	S-1	T-1
2. ABE Level II (day) 2 sections, approx. 5 students per section	S-2	T-2
3. ABE Level I (evening) 2 sections, approx. 5 students per section	S-3	T-3
4. ABE Level II (evening) 2 sections, approx. 5 students per section	S-4	T-4

PLEASE FIND A PACKING SLIP ATTACHED INDICATING THE PROPER NUMBERS AND TYPES OF EACH SURVEY FORM DELIVERED.

Adult Basic Education Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

February 27, 1978

Dear ABE Teacher:

WE CARE WHAT YOU THINK!

Thank you very much for your cooperation in the Michigan Adult Basic Education Needs Assessment Survey. As you may already know, your district is one of only 22 districts throughout the state which was scientifically selected to represent the opinions and attitudes of ABE participants in Michigan. Students, Teachers and Administrators alike will be surveyed in each of these specifically selected districts.

We are fully aware that we are dependent upon your goodwill and professional skill to help this statewide research effort produce meaningful findings. With your help the needs of both clients and professionals in the field of ABE can be articulated to the Michigan State Board of Education and the Michigan Legislature in an important way. To our best knowledge no other division in the Michigan Department of Education has ever engaged in such a thorough and scientific appraisal of its own educational delivery system. We sincerely believe that this needs assessment will help all of us who want to provide an educational service to the public.

What we need from you is two things:

1. Please Read Aloud the correct student survey form to your designated class according to the standarized directions. If you are surveying the attitudes of ESL students, refer to your translated versions for help with Arabic, Spanish, Vietnamese and Italian. All students will be recording responses on the English version. Please keep student questions at a minimum so as not to slow down the progress of the group. Previous pilot studies have shown that it can be completed in about one hour.

2. Please fill out the teacher survey completely and honestly so that we can accurately report what your professional needs and preferences are. All survey forms are anonymous and will be sealed closed by you. No one in your local school district or in the state educational agency will know what you reported individually. We fought very hard for this guarantee of confidentiality and hope you will offer us your trust in return. Ideally, you should take 1/2 hour to complete the teacher survey before administering the student survey to help you become familiar with portions of the student version.

If you experience problems with any of the survey, please do not hesitate to call our office (Area Code 313 - 286-8800, Ext 248 or 249) for additional instructions or clarification. Again, thank you for your interest and cooperation in this research effort. We believe it can make a difference.

Sincerely,

Margaret Dickinson

Margaret Dickinson
Project Specialist

Edward S. Balian
Project Specialist

Adult Basic Education
Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

January 19, 1978

Dear Adult Education Director:

As you may already know, your school district has been selected as one of 22 school districts in the State to participate in the Adult Basic Education Needs Assessment of the Michigan Department of Education. The study is designed to find out clients receptivity to the new Life Role Competency Curriculum (LRC), their enthusiasm for different educational delivery systems and some characteristics of their achievement orientations. We believe this information will be valuable to you in planning future programs.

Because we respect your time so much and know that you already have many professional responsibilities, we have tried to make the study as easy to administer as possible. We think you will agree.

At this point in time we need to find out information about class times and the number of students enrolled in certain specific sections that the computer has selected from your district. With this information we can mail you the correct number of surveys. Someone from the project will be calling you within the next few days to get these numbers.

We are very excited about this project and we sincerely believe that with your help, it will be the best study of its kind undertaken anywhere in the country.

If you have any questions or concerns, please don't hesitate to call. We look forward to hearing from you.

Sincerely,

Margaret Dickinson Edward S. Balian

Margaret Dickinson
Project Specialist

Edward S. Balian
Project Specialist

MD:cmk

OUT OF SAMPLE
TEACHER & ADMINISTRATOR SURVEYS SENT

DISTRICT	FORMS SENT	
0102 Gwinn	A-2	T-2
0103 West Iron	A-3	T-3
0104 Ironwood	A-4	T-4
0107 Negaunee	A-3	T-3
0108 Rudyard	A-1	T-1
0202 Escanaba	A-4	T-4
0203 Gladstone	A-1	T-1
0204 Manistique	A-2	T-2
0205 Munising	A-3	T-3
0207 St. Ignace	A-1	T-1
0302 Crawford-Ausable	A-3	T-3
0404 Tawas Area	A-1	T-1
0405 West Branch	A-4	T-4
0501 Fremont	A-1	T-1
0502 Grand Haven	A-2	T-2
0503 Hart	A-3	T-3
0504 Muskegon	A-4	T-4
0505 Muskegon Heights	A-1	T-1
0507 Reeths-Puffer	A-2	T-2
0601 Bullock Creek	A-4	T-4
0602 Gladwin	A-1	T-1
0604 Mt. Pleasant	A-3	T-3
0701 Bay City	A-2	T-2
0702 Beecher	A-3	T-3
0703 Buena Vista	A-4	T-4
0706 Saginaw	A-3	T-3
0801 Algonac	A-4	T-4
0802 Caro	A-1	T-1
0803 Croswell	A-3	T-3
0804 North Huron	A-4	T-4
0806 Bad Axe	A-2	T-2
0807 Capac	A-3	T-3
0808 Lapeer	A-1	T-1
0901 Allegan	A-1	T-1
0902 Delton-Kellogg	A-2	T-2
0903 Fennville	A-4	T-4
0905 Kentwood	A-1	T-1
0906 Lakewood	A-2	T-2
0908 Wyoming	A-4	T-4
0909 Holland	A-3	T-3
0910 Ionia	A-4	T-4
0911 Olivet	A-2	T-2
0912 Shelby	A-3	T-3
1001 Charlotte	A-1	T-1
1003 Howell	A-3	T-3
1006 Owosso	A-2	T-2
1007 Stockbridge	A-3	T-3
1008 Dept. of Corrections	A-4	T-4
1009 Dewitt	A-2	T-2
1010 Alma	A-4	T-4
1011 St. Louis	A-1	T-1
1101 Clarenceville	A-4	T-4
1103 Madison Heights	A-2	T-2
1104 Oak Park	A-3	T-3
1105 Oxford	A-4	T-4
1107 Royal Oak	A-1	T-1
1108 Southfield	A-3	T-3
1109 Troy	A-4	T-4
1110 Walled Lake	A-4	T-4
1111 Waterford	A-2	T-2
1112 West Bloomfield	A-3	T-3
1201 Anchor Bay	A-4	T-4
1202 East Detroit	A-1	T-1
1205 New Haven	A-4	T-4
1206 Lakeview	A-1	T-1
1207 Utica	A-2	T-2
1209 Roseville	A-2	T-2
1301 Battle Creek	A-3	T-3
1303 Benton Harbor	A-1	T-1
1304 Berrien Springs	A-2	T-2
1308 Portage	A-2	T-2
1309 South Haven	A-3	T-3
1310 Sturgis	A-4	T-4
1311 Three Rivers	A-1	T-1
1403 Hillsdale	A-3	T-3
1404 Jackson	A-4	T-4
1406 Ypsilanti	A-4	T-4
1407 Whittemore	A-3	T-3
1408 Willow Run	A-4	T-4
1503 Inkster	A-2	T-2
1505 Melvindale	A-4	T-4
1506 Plymouth	A-1	T-1
1508 Taylor	A-3	T-3
1509 Trenton	A-4	T-4
1510 Wayne/Westland	A-4	T-4
1511 Huron	A-2	T-2
1512 Milan	A-2	T-2
1513 Redford Union	A-1	T-1
1514 Southgate	A-3	T-3
1515 South Redford	A-4	T-4
1516 Woodhaven	A-2	T-2
Eaton Rapids	A-2	T-2

Adult Basic Education Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

March 14, 1978

DEAR ABE ADMINISTRATOR:

I hope you received your ABE survey materials via United States mail on or about March 12, 1978 and that you find it possible to return completed forms for data processing on or before March 24, 1978 (Good Friday). I would also appreciate the return of any unused teacher forms: T-1, T-2, T-3 and T-4. If you have any questions don't hesitate to call me, area code 313, 286-8800, ext. 248.

Again, thank you for your help and cooperation.

Sincerely,

Margaret Dickinson

Margaret Dickinson

MD:cmk

Adult Basic Education
Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

April 11, 1978

Dear Adult Basic Education Administrator:

We hope you received copies of the official Michigan Adult Basic Education (ABE) Needs Assessment, Teacher and Administrator Survey Forms prior to Easter vacation, and that you will be able to return them completed to us within the next 48 hours.

We sincerely believe that input from professionals in the field such as yourself and your staff members will contribute to improvement and recognition of ABE programs in the state. We would appreciate your help in this education research project through completion and return of survey instruments as soon as possible. Our project is fast approaching the time when computer analysis will take place and we want to be sure that you had an opportunity to express your views.

We believe it can make a difference.

Sincerely,

Margaret Dickinson

Margaret Dickinson	Edward Balian
Project Specialist	Project Specialist

MD;pdc

Adult Basic Education
Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

March 10, 1978

DEAR ABE TEACHER:

Thank you very much for your cooperation in the official Michigan Adult Basic Education Needs Assessment Survey. As you may already know, this study involves thousands of ABE students, teachers and administrators throughout the State and is a very significant event in the history of ABE in Michigan.

We are fully aware that we are dependent upon your goodwill and professional skill to help this statewide research effort produce meaninful findings. With your help the needs of both clients and professionals in the field of ABE can be articulated to the Michigan State Board of Education and the Michigan Legislature in an important way. To our best knowledge no other division in the Michigan Department of Education has ever engaged in such a thorough and scientific appraisal of its own educational delivery system. We sincerely believe that this needs assessment will help all of us who want to provide an educational service to the public.

Please fill out the enclosed teacher survey completely and honestly so that we can report accurately what your professional needs and preferences are. All survey forms are anonymous and will be sealed closed by you. No one in your local school district or in the state education agency will know what you reported individually. We fought very hard for this guarantee of confidentiality and hope you will offer us your trust in return. Previous pilot studies indicate that the survey takes less than one-half hour to complete. When you have finished all parts of the survey including the final qualitative questions, please return it sealed to your ABE administrator using the original envelope. We would appreciate your cooperation in returning the completed form within one week.

If you experience problems with any of the survey, please do not hesitate to call our office (area code 313 - 286-8800, ext. 248 or 249) for additional instructions or clarification. Again, thank you for your interest and cooperation in this research effort. We believe it can make a difference.

Sincerely,

Margaret Dickinson

Margaret Dickinson
Project Specialist

Sincerely,

Edward S. Balian
Project Specialist

MD;cmk

Enclosures

Adult Basic Education Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

March 7, 1978

DEAR ABE ADMINISTRATOR:

Enclosed you will find two copies of a teacher survey. Please have two of your regular ABE staff members fill them out, seal them closed and return them to you. We would appreciate it if you could return all forms to us by United States mail within one week of receipt.

Again, thank you for your help and cooperation.

Sincerely,

Margaret Dickinson

Margaret Dickinson
Project Specialist

MD:cmk

Enclosures

Adult Basic Education Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

Sample

March 6, 1978

Ms. Ilene Shaffer
Berrien Springs Schools
Berrien Springs Middle School
Berrien Springs, MI 49103

Dear Ms. Shaffer:

Thank you very much for your cooperation in the official Michigan Adult Basic Education Needs Assessment Survey. As you may already know, this study involves thousands of ABE students, teachers and administrators throughout the State and is a very significant event in the history of ABE in Michigan.

We are fully aware that we are dependent upon your goodwill and professional skill to help this statewide research effort produce meaninful findings. With your help the needs of both clients and professionals in the field of ABE can be articulated to the Michigan State Board of Education and the Michigan Legislature in an important way. To our best knowledge no other division in the Michigan Department of Education has ever engaged in such a thorough and scientific appraisal of its own educational delivery system. We sincerely believe that this needs assessment will help all of us who want to provide an educational service to the public.

Please fill out the enclosed administrator survey completely and honestly so that we can report accurately what your professional needs and preferences are. All survey forms are anonymous and will be sealed closed by you. No one in your local school district or in the state education agency will know what you reported individually. We fought very hard for this guarantee of confidentiality and hope you will offer us your trust in return. Previous pilot studies indicate that the survey takes less than one-half hour to complete. When you have finished all parts of the survey including the final qualitative questions, please return it to us using the enclosed envelope. We would appreciate your cooperation in returning the completed form within one week.

If you experience problems with any of the survey, please do not hesitate to call our office (area code 313 - 286-8800, ext. 248 or 249) for additional instructions or clarification. Again, thank you for your interest and cooperation in this research effort. We believe it can make a difference.

Sincerely,

Margaret Dickinson

Margaret Dickinson
Project Specialist

Sincerely,

Edward S. Balian
Project Specialist

MD;cmk

Enclosures

Adult Basic Education Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

YOU, you're the ONE!!!

DEAR ABE ADMINISTRATOR:

YOUR DISTRICT HAS BEEN SELECTED AS ONE OF A LIMITED NUMBER OF DISTRICTS STATEWIDE TO PARTICIPATE AS A "SAMPLE DISTRICT" IN THE ADULT BASIC EDUCATION NEEDS ASSESSMENT PROJECT.

PLEASE COMPLETE BOTH SECTIONS OF THIS QUESTIONNAIRE TO THE BEST OF YOUR ABILITY. WE REALIZE THAT SOME QUESTIONS REGARDING THE COMING 1977-78 PROGRAM MAY BE DIFFICULT TO ASCERTAIN AT THIS TIME, BUT YOUR BEST APPROXIMATIONS ARE CRUCIALLY IMPORTANT TO THE ABE NEEDS ASSESSMENT PROJECT.

INSTRUCTIONS:

1. Complete Sections I and II of the questionnaire by filling in the tables with the appropriate numbers.
2. Please comment on any information regarding your ABE Program which you feel is important for the Research Team to know.

If you have any questions or problems regarding the questionnaire, contact Mr. Edward Balian or Ms. Margaret Dickinson at Area Code - 313 - 286-8800.

Thank you for your cooperation in this Department of Education Adult Basic Education Research effort.

June, 1977

English As [illegible]econd Language

LEVEL: COURSES	DAY ABE			EVENING ABE		
	Expected No. of Day Students (All Sections)	No. of Day Sections	No. of Weeks In Day Sections	Expected No. Of Evening Students (All Sections)	No. of Evening Sections	No. of Weeks In Evening Sections
*ESL LEVEL I						
________	☐	☐	☐	☐	☐	☐
________	☐	☐	☐	☐	☐	☐
________	☐	☐	☐	☐	☐	☐
________	☐	☐	☐	☐	☐	☐
________	☐	☐	☐	☐	☐	☐
ESL LEVEL II						
________	☐	☐	☐	☐	☐	☐
________	☐	☐	☐	☐	☐	☐
________	☐	☐	☐	☐	☐	☐
________	☐	☐	☐	☐	☐	☐
ESL LEVEL III						
________	☐	☐	☐	☐	☐	☐
________	☐	☐	☐	☐	☐	☐
________	☐	☐	☐	☐	☐	☐
________	☐	☐	☐	☐	☐	☐

Please make Comments regarding your ABE Program which you feel may be helpful to the ABE Research Project. Your cooperation is greatly appreciated. ____________________

SECTION II - COMING ADULT BASIC EDUCATION PROGRAM (1977-1978)

INSTRUCTIONS: Enter appropriate numbers in the table.

	DAY ABE			EVENING ABE		
LEVEL: COURSE	Expected No. of Day Students (All Sections)	No. of Day Sections	No. of Weeks In Day Sections	Expected No. Of Evening Students (All Sections)	No. of Evening Sections	No. of Weeks In Evening Sections
FIRST LEVEL (0-6th Grade) COURSE TITLES:						
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
SECOND LEVEL (7-8th Grade) COURSE TITLES:						
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐

OVER

ABE DISTRICTS BY REGIONAL BOUNDARIES
SUMMARY OF SAMPLING DATA

LOCATION CODE NO.	DISTRICTS	NF	9-30-76 HEADCOUNT	9-30-76 F.T.E.	MDN SCHOOL YEARS
	REGION 1 - WESTERN U.P.				
*0101	Baraga A1		15	8	10.3
0102	Gwinn A2		77	25	12.2
0103	Iron (West) A3		105	33	11.7
0104	Ironwood A4		27	18	12.1
0105	Ishpeming * A1	NF	34	8	12.1
*0106	Marquette A2		87	22	12.4
0107	Negaunee A3		65	NA	12.1
0108	Rudyard A1				
	TOTALS		410	114	
	REGION 2- EASTERN U.P.				
*0201	Bark River A3		86	30	11.9
*0202	Escanaba A4		26	8	12.1
0203	Gladstone A1		56	9	12.0
0204	Manistique A2		6	1	11.7
0205	Munising A3		6	6	12.1
*0206	Sault Ste. Marie A4		16	6	12.0
0207	St. Ignace A1		7	3	11.4
	TOTALS		203	63	
	REGION 3 - NORTHWESTERN L.P.				
0301	Gaylord* A2	NF	12	5	12.3
0302	Grayling(Crawford Au Sable) A3		2	NA	12.0
0303	McBain A4		47	17	10.5
*0304	Petoskey A1		11	3	12.1
	TOTALS		72	25	
	REGION 4 - NORTHEASTERN L.P.				
0401	Alcona* A1	NF	60	NA	10.6
*0402	Alpena A2		18	12	11.6
0403	Rogers Union(Presque Isle) A3		18	3	10.3
0404	Tawas Area(Tawas City) A1		69	12	12.2
0405	W. Branch A4		30	7.5	11.0
	TOTALS		195	34.5	

ABE DISTRICTS BY REGIONAL BOUNDARIES
SUMMARY OF SAMPLING DATA

LOCATION CODE NO.	DISTRICTS		NF	9-30-76 HEADCOUNT	9-30-76 F.T.E.	MDN SCHOOL YEARS
	REGION 5 - MUSKEGON AREA					
0501	Fremont	A1		20	6	12.3
0502	Grand Haven	A2		58	8	12.1
0503	Hart	A3		29	23	11.8
*0504	Muskegon	A4		467	472	11.2
0505	Muskegon Heights	A1		340	172	10.1
*0506	Orchid View(Muskegon)	A3		246	59	12.4
0507	Reeths Puffer (Muskegon)	A2		61	13	12.4
	TOTALS			1,221	753	
	REGION 6 - MIDLAND AREA					
0601	Bullock Creek (Midland)	A4		10	2	13.8
*0602	Gladwin	A1		54	13	10.9
*0603	Midland	A2		460	66	13.8
0604	Mt. Pleasant	A3		42	17	12.5
0605	Pine River*	A4	NF	10	3	10.4
0606	Standish/Sterling	A1		50	14	10.4
	TOTALS			626	115	
	REGION 7 - TRI-CITIES					
0701	Bay City	A2		162	46	11.4
0702	Beecher	A3		22	12	12.1
0703	Buena Vista	A4	NF	23	11	11.4
*0704	Flint	A1		567	136	11.8
0705	Pinconning	A2		67	12	11.7
*0706	Saginaw	A3		319	135	11.6
	TOTALS			1,160	352	

ABE DISTRICTS BY REGIONAL BOUNDARIES
SUMMARY OF SAMPLING DATA

LOCATION CODE NO.	DISTRICTS		NF	9-30-76		MDN SCHOOL YEARS
				HEADCOUNT	F.T.E.	
	REGION 8 - THUMB AREA					
0801	Algonac	A4		42	NA	12.0
0802	Caro	A1		156	46	12.2
0803	Croswell	A3		41	13	11.5
*0804	N. Huron (Kinde)	A4		27	7	10.5
*0805	Port Huron	A2		351	288	12.1
0806	Bad Axe	A2				
0807	Capac	A3				
0808	Lapeer	A1				
	TOTALS			617	354	
	REGION 9 - GRAND RAPIDS AREA					
0901	Allegan	A1		46	11	11.1
0902	Delton-Kellog	A2		107	23	12.1
0903	Fennville	A4		34	29	11.5
*0904	Grand Rapids	A3		1,179	691	12.1
0905	Kentwood	A1		537	225	12.3
*0906	Lakewood (Lake Odessa)	A2		382	195	11.8
0907	Rockford*	A3		120	20	11.8
0908	Wyoming	A4		210	79	12.2
0909	Holland	A3				
0910	Ionia	A4				
0911	Olivet	A2				
0912	Shelby	A3				
	TOTALS			2,615	1,273	

ABE DISTRICTS BY REGIONAL BOUNDARIES
SUMMARY OF SAMPLING DATA

LOCATION CODE NO.	DISTRICTS		NF	9-30-76		MDN SCHOOL YEARS
				HEADCOUNT	F.T.E.	
	REGION 10 - LANSING AREA					
1001	Charlotte	A1	NF	22	NA	12.2
1002	Haslett	A2		15	NA	12.0
*1003	Howell	A3		10	NA	12.2
*1004	Lansing	A4		1,241	661	12.2
1005	Morrice*	A1	NF	1	1	12.0
1006	Owosso	A2		18	4	12.1
1007	Stockbridge	A3		8	2	12.4
1008	D of C	A2				
1009	Dewitt	A2				
1010	Alma	A4				
1011	St. Louis	A1				
	TOTALS			1,315	668	
	REGION 11 - OAKLAND					
1101	Clarenceville (Farmington)	A4		16	3	12.4
*1102	Ferndale	A1		291	130	12.0
1103	Madison Heights	A2		72	15	12.1
1104	Oak Park	A3	NF	63	13	12.5
1105	Oxford	A4		59	22	12.4
*1106	Pontiac	A2		919	536	10.7
1107	Royal Oak	A1		86	17	12.4
*1108	Southfield	A3	NF	95	23	12.8
*1109	Troy	A4		182	50	12.6
1110	Walled Lake	A4		50	13	12.1
1111	Waterford	A2		85	13	12.4
1112	W. Bloomfield	A3		39	14	12.4
	TOTALS			1,957	849	

ABE DISTRICTS BY REGIONAL BOUNDARIES
SUMMARY OF SAMPLING DATA

LOCATION CODE NO.	DISTRICTS	NF	9-30-76		MDN SCHOOL YEARS
			HEADCOUNT	F.T.E.	
	REGION 12 - MACOMB				
1201	Anchor Bay(New Baltimore) A4		31	NA	12.3
*1202	East Detroit A1		159	30	11.8
1203	Memphis* A2		8	2	12.0
*1204	Mt. Clemens A3		61	12	12.1
1205	New Haven A4		12	12	12.1
*1206	Lakeview(St. Clair Shores) A1		660	79	12.6
1207	Utica A2		98	20	12.1
*1208	Warren Consolidated A4		232	39	12.1
1209	Roseville A2				
	TOTALS		1,261	194	
	REGION 13 - KALAMAZOO AREA				
1301	Battle Creek A3		230	109	12.1
1302	Bedford* A4				
1303	Benton Harbor A1		34	12	9.9
*1304	Berrien Springs A2		167	33	12.1
*1305	Kalamazoo A1		313	189	12.3
1306	Mendon* A3	NF	15	4	12.1
1307	Niles* A4		30	7	12.1
1308	Portage A2		NA	NA	12.3
1309	South Haven A3	NF	23	4	11.6
1310	Sturgis A4		13	3	12.2
1311	Three Rivers A1		39	6	12.1
	TOTALS		1,012	435	
	REGION 14 - ANN ARBOR AREA				
1401	Adrian* A1		129	32	12.1
*1402	Ann Arbor A2		443	116	15.4
1403	Hillsdale A3		16	4	12.2
*1404	Jackson A4		465	177	11.9
1405	Summerfield(Monroe)* A1	NF	25	9	11.5
1406	Ypsilanti A4		106	42	12.6
1407	Whittemore A3				
1408	Willow Run A4				
	TOTALS		1,184	380	

ABE DISTRICTS BY REGIONAL BOUNDARIES
SUMMARY OF SAMPLING DATA

LOCATION CODE NO.	DISTRICTS		NF	9-30-76		MDN SCHOOL YEARS
				HEADCOUNT	F.T.E.	
	REGION 15 - SUBURBAN WAYNE					
*1501	Dearborn (Non-Fed)	A3	NF	252	57	12.2
1502	Garden City*	A3		10	5	12.1
*1503	Inkster	A2		26	12	11.7
*1504	Livonia	A4		687	71	12.5
1505	Melvindale	A4	NF	118	28	11.6
1506	Plymouth	A1	NF	27	13	12.5
1507	Romulus*	A2		30	4	11.7
1508	Taylor	A3		40	8	11.6
1509	Trenton	A4		35	8	12.3
*1510	Wayne/Westland	A4		126	52	11.6
1511	Huron	A2				
1512	Milan	A2				
1513	Redford Union	A1				
1514	Southgate	A3				
1515	S. Redford	A4				
1516	Woodhaven	A2				
	TOTALS			1,351	258	
	REGION 16 - DETROIT					
*1601	Detroit (Woods, Rouse, Pittman)	A1 A2 A3		4,205	1,028	11.0
*1602	Highland Park	A4		293	66	11.2
	TOTALS			4,498	1,094	

ABE NEEDS ASSESSMENT PROJECT SAMPLE DISTRICT SUMMARY

REGION NAME	SAMPLE NO. AND DISTRICT NAME	SCHOOL DISTRICT AND COUNTY	CONTACT PERSON AND ADDRESS
Western U.P.	0101 Baraga	L'Anse-Baraga Community Schools Baraga County	Miss Patricia A. Baribeau Lyons Street Baraga, MI 49908
Western U.P.	0106 Marquette	Marquette Public Schools Marquette County	Mr. Boris Martysz 1201 W. Fair Avenue Maruqette, MI 49855
Eastern & Central U.P.	0201 Bark River	Bark River-Harris Schools Menominee County	Mr. Lawrence J. Wanic Community School Office Box 347 Powers, MI 49874
Eastern & Central U.P.	0206 Sault Ste. Marie	Sault Area Public Schools Chippewa County	Mr. John L. Tobey, III #1 Educational Plaza Sault Ste. Marie, MI 49783
Northwestern L.P.	0304 Petoskey	Petoskey Public Schools Emmet County	Mr. Wilmer R. Moyer East Mitchell Road Petoskey, MI 49770
Northeastern L.P.	0402 Alpena	Alpena Public Schools Alpena County	Mr. John Leask Alpena High School 3303 S. Third Avenue Alpena, MI 49707
Muskegon Area	0506 Orchard View	Orchard View School District Muskegon County	Mr. Patrick Shafer 2310 Marquette Avenue Muskegon, MI 49442
Midland Area	0603 Midland	Midland Public Schools Midland County	Ms. Phyllis Miller 3901 N. Saginaw Road Midland, MI 48640
Tri-Cities	0704 Flint	Flint Community Schools Genesee County	Mr. Nick Manych Mott Adult High School 1231 E. Kearsley Street Flint, MI 48503

ABE NEEDS ASSESSMENT PROJECT SAMPLE DISTRICT SUMMARY

REGION NAME	SAMPLE NO. AND DISTRICT NAME	SCHOOL DISTRICT AND COUNTY	CONTACT PERSON AND ADDRESS
Thumb Area	0805 Port Huron	Port Huron School District St. Clair County	Dr. Christine Davidson 1520 Michigan Road Port Huron, MI 48060
Grand Rapids Area	0904 Grand Rapids	Grand Rapids Public Schools Kent County	Mr. Thomas Wenger 703 Madison, S.E. Grand Rapids, MI 49503
Lansing Area	1004 Lansing	Lansing School District Ingham County	Dr. Duane H. Moore 500 W. Lenawee Street Lansing, MI 48933
Oakland	1102 Ferndale	Ferndale School District Oakland County	Ms. Dorothy A. Kosovac 881 Pinecrest Ferndale, MI 48220
Oakland	1106 Pontiac	Pontiac City School District Oakland County	Mr. Jack Colbert John Perdue Complex W. Pike Street Pontiac, MI 48058
Macomb	1208 Warren Consolidated	Warren Consolidated Schools Macomb County	Mr. Alfred Snider 28027 Milton Warren, MI 48092
Kalamazoo Area	1305 Kalamazoo	Kalamazoo School District Kalamazoo County	Mr. Walter Fiebig 714 S. Westnedge, Room 108 Kalamazoo, MI 49007
Ann Arbor Area	1402 Ann Arbor	Ann Arbor Public Schools Washtenaw County	Mr. Samuel Mullice 2560 Towner Blvd. Ann Arbor, MI 48104
Suburban Wayne	1501 Dearborn	Dearborn Public Schools Wayne County	Mr. Collis Stumbo Mr. Glen Simmons 22000 Garrison Dearborn, MI 48124

ABE NEEDS ASSESSMENT PROJECT SAMPLE DISTRICT SUMMARY

REGION NAME	SAMPLE NO. AND DISTRICT NAME	SCHOOL DISTRICT AND COUNTY	CONTACT PERSON AND ADDRESS
Suburban Wayne	1504 Livonia	Livonia Public Schools Wayne County	Dr. Donald E. Friedrichs John W. Anderson (Carol) 15125 Farmington Road Livonia, MI 48154
Detroit	1601 Detroit	Detroit School District Wayne County	Mr. Ray Ferrier 5057 Woodward Ave., Room 804 Detroit, MI 48202 Robert (Pittman) Jackson 10100 Grand River Stevenson Bldg., Room 203B Detroit, MI 48204 Booker Rouse Trombly Adult Ed. Center 7630 Harper Detroit, MI 48213 Harry Woods Urban Adult Ed. Institute 9027 John C. Lodge Detroit, MI 48202
Detroit	1602 Highland	Highland Park School District Wayne County	Mr. Steve Davlantes 20 Bartlett Highland Park, MI 48203

Michigan Department of Education
ADULT BASIC EDUCATION AND HIGH SCHOOL COMPLETION UNIT
Box 30008 Lansing, Michigan 48909

ADULT BASIC EDUCATION PROGRAMS 1977-78

Area Code and Number	School District and County	Address	Contact Person
313 794-9364 L.L. 161-1-313	ALGONAC COMMUNITY SCHOOLS St. Clair County	1106 St. Clair Blvd. Algonac 48001	Mr. Robert W. Hollway
616 673-5431 L.L. 161-1-616	ALLEGAN PUBLIC SCHOOLS Allegan County	Allegan High School M-40 North Allegan 49010	Mr. Ken Ebersole
517 463-1389 L.L. 160-1	ALMA PUBLIC SCHOOLS Gratiot County	731 N. State Street Alma 48801	Dr. John Palmer
517 356-2291 L.L. 160-1	ALPENA PUBLIC SCHOOLS Alpena County	Alpena High School 3303 S. Third Avenue Alpena 49707	Mr. John Leask
313 949-4510 L.L. 184	ANCHOR BAY DISTRICT SCHOOLS Macomb-St. Clair Counties	52801 Ashley Street New Baltimore 48047	Ms. Jean Westveld
313 994-2300 L.L. 173	ANN ARBOR PUBLIC SCHOOLS Washtenaw County	2560 Towner Blvd. Ann Arbor 48104	Mr. Samuel Mullice
517 269-9938 L.L. 160-1	BAD AXE PUBLIC SCHOOLS Huron County	760 South Van Dyke Road Bad Axe 48413	Mr. K. W. Pietscher
906 497-5507 L.L. 161-1-906	BARK RIVER-HARRIS SCHOOLS Menominee County	Community School Office Box 347 Powers 49874	Mr. Lawrence J. Wanic
616 962-5581 X249 L.L. 185	BATTLE CREEK PUBLIC SCHOOLS Calhoun County	3 W. Van Buren Battle Creek 49017	Mr. Eugene B. McCoy
517 893-2893 L.L. 177	BAY CITY PUBLIC SCHOOLS Bay County	Adult Education Center 1201 4th Street Bay City 48706	Mr. Harold Schultz
313 785-4731 L.L. 182	BEECHER AREA SCHOOLS Genesee County	G 5464 Alfred Street Flint 48505	Mr. William Dietzel

Code and Number	School District and County	Address	Contact Person
616 927-2305 L.L. 186	BENTON HARBOR AREA SCHOOLS Berrien County	870 Colfax Benton Harbor 49022	Mr. Edward Woods, Jr.
517 755-2184 L.L. 177	BUENA VISTA SCHOOL DISTRICT Saginaw County	705 N. Towerline Road Saginaw 48601	Mr. John A. Moton
517 631-5201 L.L. 160-1	BULLOCK CREEK SCHOOLS Midland County	1519 S. Badour Road Midland 48640	Mr. Oliver D. Juengel
313 395-4321 L.L. 161-1-313	CAPAC COMMUNITY SCHOOLS St. Clair County	541 N. Glassford Capac 48014	Mr. Robert O. Young
517 673-3166 L.L. 160-1	CARO COMMUNITY SCHOOLS Tuscola County	301 Hooper Street Caro 48723	Mr. Gary S. Gutman
517 543-0976 L.L. 160-1	CHARLOTTE PUBLIC SCHOOLS Eaton County	301 Horatio Avenue Charlotte 48813	Mr. Eldred Toutant
313 474-8900 L.L. 171	CLARENCEVILLE SCHOOL DISTRICT Oakland County	28830 W. Eight Mile Road Farmington Hills 48024	Mr. David B. McDowell
517 348-7641 L.L. 160-1	CRAWFORD-AUSABLE SCHOOL DISTRICT Crawford County	Route #1 Box 1007 Grayling 49738	Mr. Howard Taylor
313 679-3731 L.L. 161-1-313	CROSWELL-LEXINGTON COMMUNITY SCHOOLS Sanilac County	5461 Peck Road Croswell 48422	Mr. Stuart Parsell
616 664-4461 L.L. 161-1-616 616 623-5151 L.L. 161-1-616	DELTON-KELLOGG PUBLIC SCHOOLS STIRC	Alber Drive Plainwell 49080	Mr. Robert Leneway Mr. William Alman
517 373-0287	DEPARTMENT OF CORRECTIONS	Steven T. Mason Bldg. Lansing 48909	Mr. W. K. Laubach
313 494-1155 L.L. 171	DETROIT SCHOOL DISTRICT Wayne County	5057 Woodward Avenue Room 804 Detroit 48202	Mr. Ray Ferrier
517 669-2240 L.L. 160-1	DEWITT PUBLIC SCHOOLS Clinton County	608 Wilson Street Dewitt 48820	Mr. James Bitchie
313 776-9700 L.L. 171	EAST DETROIT SCHOOL DISTRICT Macomb County	15700 E. Nine Mile Rd. East Detroit 48021	Mr. Bert Pryor

Number	School District and Coun	Address	Contact n
517 663-3510 L.L. 160-1	EATON RAPIDS PUBLIC SCHOOLS Ingham, Eaton Counties	350 Hall Street Eaton Rapids 48827	Dr. W. Carl Holbrook
906 786-4659 L.L. 179	ESCANABA AREA PUBLIC SCHOOLS Delta County	914 South 11th Street Escanaba 49829	Mr. Robert Nepper
616 561-6471 L.L. 161-1-616	FENNVILLE PUBLIC SCHOOLS Allegan County	North Maple Street Fennville 49408	Mr. John Lancaster
313 542-2535 L.L. 171	FERNDALE SCHOOL DISTRICT Oakland County	881 Pinecrest Ferndale 49408	Ms. Dorothy A. Kosovac
313 762-1101 L.L. 182	FLINT COMMUNITY SCHOOLS Genesee County	Mott Adult High School 1231 E. Kearsley Street Flint 48503	Mr. Nick Manych
616 924-2350 L.L. 161-1-616	FREMONT PUBLIC SCHOOLS Newaygo County	20 N. Division Fremont 49412	Mr. Maxwell Hamilton
906 425-3321 L.L. 179	GLADSTONE AREA PUBLIC SCHOOLS Delta County	300 S. Tenth Street Gladstone 49837	Mr. Robert G. Richards
517 426-5491 L.L. 160-1	GLADWIN COMMUNITY SCHOOLS Gladwin County	401 North Bowery Gladwin 48624	Mr. Richard Johnson
616 846-2180 L.L. 161-1-616	GRAND HAVEN PUBLIC SCHOOLS Ottawa County	601 Elliott Street Grand Haven 49417	Mr. Donald E. Heilig
616 456-4953 L.L. 176	GRAND RAPIDS PUBLIC SCHOOLS Kent County	703 Madison, S.E. Grand Rapids 49503	Mr. Thomas Wenger
906 346-9408 L.L. 180	GWINN AREA COMMUNITY SCHOOLS Marquette County	Gwinn High School Gwinn 49841	Mr. James Ghiardi
616 873-5691 L.L. 161-1-616	HART PUBLIC SCHOOLS Oceana County	300 Johnson Street Hart 49420	Mr. Ford Longenduke
313 956-0055 L.L. 171	HIGHLAND PARK SCHOOL DISTRICT Wayne County	20 Bartlett Highland Park 48203	Mr. Steve Davlantes
517 437-3324 L.L. 160-1	HILLSDALE COMMUNITY SCHOOLS Hillsdale County	347 Beck Road Hillsdale 49242	Mr. Don Cascarelli
616 392-7818 L.L. 161-1-616	HOLLAND SCHOOL DISTRICT Allegan County	223 N. River Avenue Holland 49423	Mr. Terry Moore

ea Code and Number	School District and Coun	Address	Contact Person
517 546-6200 L.L. 160-1	HOWELL PUBLIC SCHOOLS Livingston County	1400 W. Grand River Howell 48843	Mr. Al Butler
313 782-2441 L.L. 161-1	HURON SCHOOL DISTRICT Wayne County	24820 Merriman Road New Boston 48164	Ms. Dorothy Rush
313 722-4005 L.L. 171	INKSTER PUBLIC SCHOOLS Wayne County	29115 Carlysle Inkster 48141	Mr. William Morgan
616 527-3530 L.L. 161-1-616	IONIA PUBLIC SCHOOLS Ionia County	433 Union Ionia 48846	Mr. Neil B. Hartman
906 932-2701 L.L. 161-1-906	IRONWOOD AREA SCHOOLS Gogebic County	West Ayer Street Ironwood 49938	Mr. Thomas Wilkinson
517 782-8121 L.L. 174	JACKSON PUBLIC SCHOOLS Jackson County	512 Wildwood Avenue Jackson 49201	Mr. Donald J. Kelso
616 385-0515 L.L. 175	KALAMAZOO SCHOOL DISTRICT Kalamazoo County	714 South Westnedge Room 108 Kalamazoo 49008	Mr. Walter Fiebig
616 247-1704 L.L. 176	KENTWOOD PUBLIC SCHOOLS Kent County	3527 South Division Ave. Wyoming 49508	Mr. Thomas Poltrock
313 771-0204 L.L. 171	LAKEVIEW PUBLIC SCHOOLS Ionia County Macomb	23000 Doremus St. Clair Shores 48081	Mr. Clarence E. Burns
616 374-8897 L.L. 161-1-616	LAKEWOOD PUBLIC SCHOOLS Ionia County	R #3, Velete Road Lake Odessa 48849	Mr. William S. Haug
906 353-6664 L.L. 161-1-906	L'ANSE-BARAGA COMMUNITY SCHOOLS Baraga County	Lyons Street Baraga 49908	Miss Patricia A. Baribeau
517 374-4380 L.L.	LANSING SCHOOL DISTRICT Ingham County	500 W. Lenawee Street Lansing 48933	Mr. Duane H. Moore
313 664-4581 L.L. 161-1-313	LAPEER COMMUNITY SCHOOLS Lapeer County	1025 W. Nepessing Street Lapeer 48446	Mr. Michael J. Linton
313 422-1200	LIVONIA PUBLIC SCHOOLS Wayne County	15125 Farmington Road Livonia 48154	Dr. Donald E. Friedrichs Mr. Wayne Paul
313 545-5585 L.L. 171	MADISON DISTRICT PUBLIC SCHOOLS Oakland County	28500 Alden Madison Hgts. 48071	Ms. Norma Ross

Area Code and Number	School District and County	Address	Contact Person
906 341-2195 L.L. 161-1-906	MANISTIQUE AREA SCHOOLS Schoolcraft County	Cedar and Main Streets Manistique 49854	Mr. James McDonough
906 228-8800 L.L. 180	MARQUETTE PUBLIC SCHOOLS Marquette County	1201 W. Fair Avenue Marquette 49855	Mr. Boris Martysz
313 386-7700 X46 L.L. 171	MELVINDALE-NORTHERN ALLEN PARK PUBLIC SCHOOLS - Wayne County	18656 Prospect Ave. Melvindale 48122	Mr. Howard A. Kullen
517 631-9103 L.L. 160-1	MIDLAND PUBLIC SCHOOLS Midland County	3901 N. Saginaw Road Midland 48640	Mr. Lowell Thomas
313 439-8474 L.L. 160-1	MILAN AREA SCHOOLS Monroe County	920 North Street Milan 48160	Mr. Philip D. Barnes
313 465-1201 L.L. 184	MT. CLEMENS COMMUNITY SCHOOLS Macomb County	155 Cass Avenue Mt. Clemens 48043	Mr. Ralph A. Bielawski
517 773-7961 L.L. 160-1	MT. PLEASANT PUBLIC SCHOOLS Isabella County	1155 S. Elizabeth Mt. Pleasant 48858	Ms. Shirley Haas
906 387-2448 L.L. 161-1-906	MUNISING PUBLIC SCHOOLS Alger County	Box 70 Elm Avenue Munising 49862	Mr. James F. Quayle
616 722-1156 L.L. 181	MUSKEGON PUBLIC SCHOOLS Muskegon County	1428 Terrace Street Muskegon 49442	Ms. Susan Klooz
616 733-2096 L.L. 181	MUSKEGON HEIGHTS SCHOOL DISTRICT Muskegon County	2301 Sixth Street Muskegon Heights 49444	Ms. Peggy Moore
906 475-4173 L.L. 180	NEGAUNEE SCHOOL DISTRICT Marquette County	101 S. Pioneer Negaunee 49866	Mr. Robert Marietti
313 749-5123 L.L. 184	NEW HAVEN COMMUNITY SCHOOLS Macomb County	57700 Gratiot Avenue New Haven 48048	Mr. Ray F. Chamberlain
517 874-4100 L.L. 160-1	NORTH HURON PUBLIC SCHOOLS Huron County	21 Main Kinde 48445	Mr. John T. Moore
313 548-9294 L.L. 171	OAK PARK SCHOOL DISTRICT Oakland County	13701 Oak Park Blvd. Oak Park 48237	Mr. James Dermody

Area Code and Number	School District and County	Address	Contact Person
616 749-9129 L.L. 161-1-616	OLIVET COMMUNITY SCHOOLS Eaton County	255 First Street Olivet 49076	Mr. James H. Champion
616 773-3231 L.L. 181	ORCHARD VIEW SCHOOL DISTRICT Muskegon County	2310 Marquette Avenue Muskegon 49442	Mr. Patrick Shafer
517 723-3621 L.L. 160-1	OWOSSO PUBLIC SCHOOLS Shiawassee County	765 E. North Street Owosso 48867	Mr. Dale Trimble
313 628-1586 L.L. 172	OXFORD AREA COMMUNITY SCHOOLS Oakland County	157 Coats Road Oxford 48051	Mr. Roger Oberg
616 347-6023 L.L. 161-1-616	PETOSKEY PUBLIC SCHOOLS Emmet County	East Mitchell Road Petoskey 49770	Mr. Wilmer R. Moyer
313 439-1180 L.L. 171	PLYMOUTH-CANTON COMMUNITY SCHOOLS Wayne County	8415 Canton Center Road Canton 48187	Mr. David L. Dursum
313 857-8170 L.L. 172	PONTIAC CITY SCHOOL DISTRICT Oakland County	John Perdue Complex W. Pike Street Pontiac 48058	Mr. Jack Colbert
313 364-5431 L.L. 183	PORT HURON SCHOOL DISTRICT St. Clair County	1520 Michigan Road Port Huron 48060	Dr. Christine Davidson
906 482-5715 L.L. 161-1	PORTAGE LAKE RANGE AREA COMMUNITY SCHOOLS - Kalamazoo County	201 E. Houghton Avenue Houghton 49931	Mr. Michael R. Maino
313 535-2000 L.L. 171	REDFORD UNION SCHOOLS Wayne County	18499 Beech Daly Road Redford 48240	Dr. John R. Avolio
616 744-2319 L.L. 181	REETHS-PUFFER PUBLIC SCHOOLS Muskegon County	1500 N. Getty Muskegon 49445	Mr. Thomas R. Barry
313 778-8200 L.L. 184	ROSEVILLE COMMUNITY SCHOOLS Macomb County	c/o 16250 Martin Road Roseville 48066	Ms. Kathyrn Catellier
313 435-8400 L.L. 171	ROYAL OAK SCHOOL DISTRICT Oakland County	4000 Crooks Road Royal Oak 48073	Mr. Douglas C. Light
906 478-7605 L.L. 161-1-906	RUDYARD AREA SCHOOLS Chippewa County	Consolidated Community School Services Rudyard 49780	Mr. Orville N. Kabat

Area Code and Number		School District and County	Address	Contact Person
517 L.L.	755-6501 177	SAGINAW SCHOOL DISTRICT Saginaw County	550 Millard Street Saginaw 48607	Mr. Ronald G. Schneider
906 L.L.	643-8145 161-1-906	SAINT IGNACE SCHOOL DISTRICT Mackinac County	St. Ignace City Schools Portage Road St. Ignace 49781	Mr. Fred Stearns
517 L.L.	681-5405 160-1	SAINT LOUIS PUBLIC SCHOOLS Gratiot County	312 N. Union Street St. Louis 48880	Mr. Gerald L. Worden
906 L.L.	635-1531 X11 161-1-906	SAULT AREA PUBLIC SCHOOLS Chippewa County	#1 Educational Plaza Sault Ste. Marie 49783	Mr. John L. Tobey, III
616 L.L.	861-5151 161-1-616	SHELBY PUBLIC SCHOOLS Oceana	Shelby Public Schools Shelby 49455	Ms. Corrine Sonneveldt
313 L.L.	354-7456 161-1-313	SOUTHFIELD PUBLIC SCHOOLS Oakland County	18330 George Washington Southfield 48075	Mr. Elliot Burns
313 L.L.	285-6100 171	SOUTHGATE COMMUNITY SCHOOL DISTRICT Wayne County	13100 Burns Southgate 48195	Mr. Stanley J. Mazur
313 L.L.	535-4000 171	SOUTH REDFORD SCHOOL DISTRICT Wayne County	26255 Schoolcraft Detroit 48239	Mr. Donald L. Hoert
517 L.L.	851-7965 160-1	STOCKBRIDGE COMMUNITY SCHOOLS Ingham County	305 W. Elizabeth Stockbridge 49285	Mr. James Lawrie
616 L.L.	651-5690 161-1-616	STURGIS PUBLIC SCHOOLS St. Joseph County	216 Vinewood Sturgis 49091	Mr. Lyle F. Sisson
517 L.L.	362-6286 160-1	TAWAS AREA SCHOOLS Iosco County	255 W. M-55 Tawas City 48763	Mr. Gene Gerber
313 L.L.	287-4400 X313 171	TAYLOR SCHOOL DISTRICT Wayne County	8843 Monroe Taylor 48180	Dr. G. R. Ford
616 L.L.	279-9581 161-1-616	THREE RIVERS COMMUNITY SCHOOLS St. Joseph County	207 E. Michigan Avenue Three Rivers 49093	Ms. Lois Carmody
313 L.L.	676-8600 171	TRENTON PUBLIC SCHOOLS Wayne County	2603 Charlton Road Trenton 48183	Ms. Agnes S. Green

[illegible]a Code and Number	School District and County	Address	Contact Person
313 524-1654 L.L. 171	TROY SCHOOL DISTRICT Oakland County	4333 John R. Troy 48098	Ms. Liz Sparklin
313 739-0400 L.L. 184	UTICA COMMUNITY SCHOOLS Macomb County	52188 Van Dyke Utica 48087	Mr. Patrick F. Monette
313 624-0202 L.L. 161-1-313	WALLED LAKE CONSOLIDATED SCHOOLS Oakland County	615 N. Pontiac Trail Walled Lake 48088	Mr. Robert E. Duff
313 574-2480 L.L. 171	WARREN CONSOLIDATED Schools Macomb County	28027 Milton Warren 48092	Mr. Alfred Snider
313 674-3145 L.L. 172	WATERFORD SCHOOL DISTRICT Oakland County	Waterford Township H.S. 1415 Crescent Lake Road Pontiac 48054	Ms. Helen J. Weil
313 728-1880 L.L. 171	WAYNE-WESTLAND COMMUNITY SCHOOLS Wayne County	Continuing Ed. Center 3001 Fourth Wayne 48184	Dr. James S. Lombard
313 682-3555 L.L. 172	WEST BLOOMFIELD SCHOOL DISTRICT Oakland County	3250 Commerce Road Orchard Lake 48033	Mr. John White
517 345-2481 L.L. 160-1	WEST BRANCH-ROSE CITY AREA SCHOOLS Ogemaw County	960 S. M-33 West Branch 48661	Mr. James Gray
906 265-5188 L.L. 161-1-906	WEST IRON COUNTY PUBLIC SCHOOLS Iron County	Airport Road Stambaugh 49964	Ms. Gladys Saundri
517 756-2061 L.L. 160-1	WHITTEMORE-PRESCOTT AREA SCHOOLS Iosco County	Box 288 Whittemore 48770	Mr. Louis S. Bush
313 482-2870 X250 L.L. 173	WILLOW RUN COMMUNITY SCHOOLS Washtenaw County	2171 E. Michigan Avenue Ypsilanti 48197	Mr. Andrew DeSaeger
313 782-1444 L.L. 171	WOODHAVEN SCHOOL DISTRICT Oakland County	19435 Cadillac School Dr. Romulus 48174	Ms. Louise Smith
616 538-1553 L.L. 176	WYOMING PUBLIC SCHOOLS Kent County	2820 Clyde Park S.W. Wyoming	Ms. Linda Belknap
313 483-2710 L.L. 173	YPSILANTI SCHOOL DISTRICT Washtenaw County	210 W. Cross Ypsilanti 48197	Mr. Michael L. Duff

A.B.E. NEEDS ASSESSMENT PROJECT SAMPLE DISTRICT SUMMARY

REGION NUMBER	REGION NAME	SAMPLE NUMBER DISTRICT NAME
1	WESTERN U. P.	0101 BARAGA 0106 MARQUETTE
2	EASTERN AND CENTRAL U. P.	0201 BARK RIVER 0202 ESCANABA 0206 SAULT STE. MARIE
3	NORTHWESTERN L. P.	0303 MC BAIN 0304 PETOSKEY
4	NORTHEASTERN L. P.	0402 ALPENA 0404 TAWAS CITY
5	MUSKEGON AREA	0504 MUSKEGON 0506 ORCHARD VIEW
6	MIDLAND AREA	0603 MIDLAND 0605 STANDISH/STERLING
7	TRI-CITIES	0704 FLINT 0706 SAGINAW
8	THUMB AREA	0804 NORTH HURON (KINDE) 0805 PORT HURON
9	GRAND RAPIDS AREA	0904 GRAND RAPIDS 0906 LAKEWOOD (LAKE ODESSA)

(OVER)

REGION NUMBER	REGION NAME	SAMPLE NUMBER DISTRICT NAME
10	LANSING AREA	1003 HOWELL 1004 LANSING
11	OAKLAND	1102 FERNDALE 1106 PONTIAC 1108 SOUTHFIELD 1109 TROY
12	MACOMB	1202 EAST DETROIT 1204 MT. CLEMENS 1206 LAKEVIEW (ST. CLAIR SHORES) 1208 WARREN CONSOLIDATED
13	KALAMAZOO AREA	1304 BERRIEN SPRINGS 1305 KALAMAZOO 1309 SOUTH HAVEN
14	ANN ARBOR AREA	1401 ADRIAN 1402 ANN ARBOR 1404 JACKSON
15	SUBURBAN WAYNE	1501 DEARBORN 1503 INKSTER 1504 LIVONIA 1510 WAYNE-WESTLAND
16	DETROIT	1601 DETROIT 1602 HIGHLAND PARK

APPENDIX C

ADVISORY COUNCIL

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APPENDIX C

ADVISORY COUNCIL

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ABE NEEDS ASSESSMENT MEETING

Agenda 11/1/77

I Intent of Research

II Research Design

- a. Time Table
  Pilot out 11/8
  Pilot back 11/22
  Survey out 12/9
  Survey back 12/23
- b. Use of Pilot
- c. Sub-sample

III Day, Time, Class Information

IV Additions to LRC

V Additions to Administrator Instrument

VI Teacher Selection Process

VII Administrator Selection Process

I Intent of Research

A. In designing the research we had to be sure to assess data that would illustrate information helpful to decision makers both at the local and state level. Ideally, we would want to report on all the following areas:

1. How to determine the most receptive target group.

   a. Who they are.
   b. How can they be reached (remembering that some groups, i.e., senior citizens, may be more responsive and successful than ghetto youth). A "best order of recruitment" might be determined.

2. How to build programs based upon, 1) stated preferences (by students); 2) stated opinions (by teachers) and 3) considered opinions by administrators. But: this has already been done:

   a. Jack Mezirow's evaluation design.
   b. Greenville, Mississippi study.
   c. Carlene Turman thesis: Hygienes/Motivators.

   Indirectly: We can look at invisible barriers based on needs of students (as implied by measures of self-esteem).

3. How to build curriculum in ABE based on, 1) stated needs (by students); 2) stated needs (by teachers) and 3) stated needs (by administrators).

4. How to select the best teachers based on, 1) stated competencies desired (by administrators) and 2) stated characteristics desired (by students).

5. How to train teachers in ABE based on, 1) stated competencies desired (by administrators); 2) stated training needs (by teachers) and 3) stated learning needs (by students).

6. How to train administrators in ABE based on, 1) stated competencies desired (by administrators).

B. With limited resources of time, money and more importantly, the clients willingness (hostility) and ability (reading level) to offer information any study has to make choices of which line of inquiry will net the most returns.

C. Written interviews were chosen because we didn't want the "subject bias" that characterizes face to face interviews.

D. We intend for the study to be intrinsically motivating by approaching each group with the premise "How Important Is This To You".

E. We will cross tabulate demographic information to see relative differences of self-esteem and stated needs between groups (say those in WIN programs and those not, young men as compared to older women).

PERCEPTIONS OF STUDENT NEEDS BY VARIOUS GROUPS

	STUDENTS	TEACHERS	ADMINISTRATORS
AXIOMATIC			MA P LRC TC
REAL		MA P LRC TC	
FUTURE PREFERENCES	MA P LRC TC		

LRC - Life Role Competencies
TC - Teacher Competencies
P - Personality Behaviors
MA - Miscellaneous Attitudes about Educational Delivery System

(11-17-77)

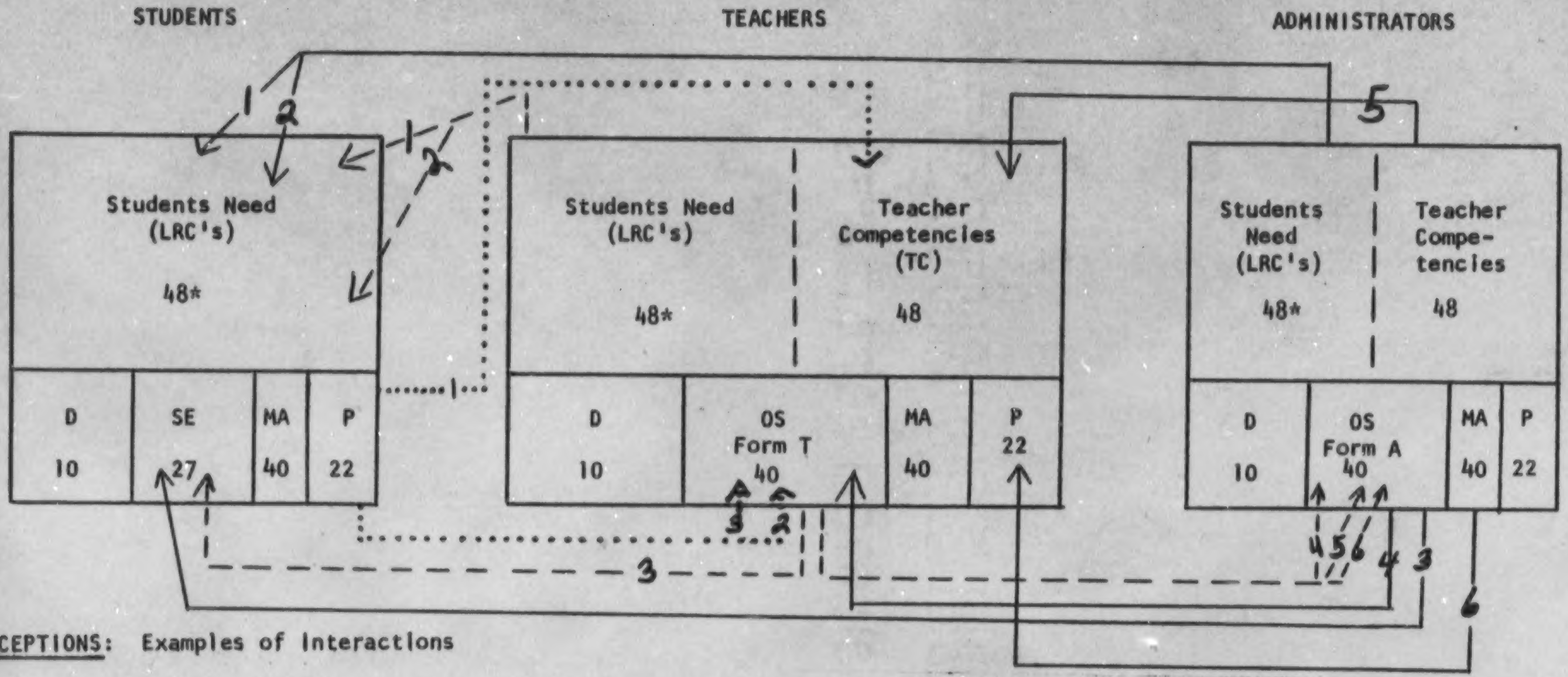
(LRC) Competencies (6 skills x 2 examples)

I Personal & Family Management 12 items
II Civic & Social Responsibilities 12 items
III Employability & Occupational Skills 12 items
IV Aesthetic & Humanistic Appreciations 12 items

Skills (4 competency areas x 2 examples)

Reading 8 items
Writing 8 items
Communication 8 items
Mathematics 8 items
Problem Solving 8 items
Values Clarification 8 items

*48 Total Items-- 24 on any given instrument


STUDENTS
TEACHERS
ADMINISTRATORS
Students Need (LRC's)
48*
D
10
SE
27
MA
40
P
22
Students Need (LRC's)
48*
Teacher Competencies (TC)
48
D
10
OS
Form T
40
MA
40
P
22
Students Need (LRC's)
48*
Teacher Compe-tencies
48
D
10
OS
Form A
40
MA
40
P
22
1
2
1
2
5
3
2
3
4
5
6
4
3
6

PERCEPTIONS: Examples of Interactions

Students:

1. What TC do teachers need most?
2. Are ABE teachers happy in their work?
3. ABE teachers like ABE students.

Teachers:

1. What LRC's do adult learners want?
2. What LRC's do adult learners need?
3. Do ABE students expect to succeed?
4. Are ABE administrators happy in their work?
5. Do ABE administrators like ABE teachers?
6. Do ABE administrators like ABE students?

Administrators:

1. What LRC's do adult learners want?
2. What LRC's do adult learners need?
3. Do ABE students expect to succeed?
4. Are ABE teachers happy in their work?
5. What TC do their teachers need?
6. What characteristics of in-service do ABE teachers want?

LRC-Life Role Competencies
TC-Teacher Competencies
SE-Self-esteem
OS-Occupational Satisfaction
MA-Misc. Attitudes
D-Demographics
P-Personality

INVITATION TO ABE ADVISORY COUNCIL UPDATE MEETING REN-CEN 11/1/78

Adult Basic Education
Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

October 21, 1977

Dear ABE Administrator:

Ed Balian and I would like to invite you to a meeting concerning the progress and implementation plans for the Adult Basic Education Needs Assessment Project that your local school district has been randomly selected to participate in.

Arrangements have been made with the Detroit Renaissance Center to host this meeting while so many adult educators are gathered together for the 1977 National Adult Continuing Education Conference.

We will meet in the Nicolet Room, Part A, 5th level (Mackinaw Level) at 11:00 a.m., Tuesday, November 1, 1977.

During this meeting we will share with you a description of the project's intent and an outline of the important part you play in getting accurate survey information out of the research effort.

We hope to convince you that our research design has sufficiently taken into account particularities of your program and the very real limits on your valuable time. However, we recognize that you may still have legitimate questions about the part you play in the field operations of this project. We hope you will feel free to raise such concerns at our meeting. We look forward to seeing you November 1, 1977.

Sincerely,

Margaret Dickinson   Edward S. Balian

Margaret Dickinson
Project Specialist

Edward S. Balian
Project Specialist

MD:cmk

ADVISORY COUNCIL INFORMATION UPDATE TO ABE ADMINISTRATORS

Adult Basic Education Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

September 15, 1977

Dear ABE Administrator:

Project Specialists Margaret Dickinson and Edward Balian of the Macomb Intermediate School District (MISD) are asking for your help. The success of the Statewide Adult Basic Education Needs Assessment Project funded under the Adult Education Act depends upon the cooperation of all Michigan adult educators.

During the project, the MISD will be surveying Adult Basic Education clients, teachers, administrators and others who provide adult services to find out what the needs are in the field. The survey results will help the Michigan Department of Education and local school districts develop long-range plans for teacher-training programs and curriculum development in adult education.

Research in New York, Iowa, Mississippi, Minnesota and local districts has already identified some changes that need to be made in adult education. Recruitment and retention techniques need to be refined. Better staff selection, providing inservice training and the use of competency based individualized instruction are all needed improvements.

The studies also show that learning centers with flexible hours, self-paced mechanized learning, and home based instruction are more successful than those with traditional classroom activities. These techniques are particularly effective when combined with the personal support that paraprofessionals can provide through cross peer counseling.

One purpose of the Michigan survey is to find out if the same kinds of needs exist here. In addition, the study will examine attitudes of potential clients towards education. And, hopefully, it will provide some explanations for why educationally disadvantaged adults are so reluctant to participate in existing programs.

Recent failures of public and private subsidized learning programs to retain students should make us all reconsider the notion that barriers to participation are strictly related to practical problems of cost, transportation, or the need for child care facilities.

This study hopes to get behind the apparent barriers and discover the real causes that account for adult learner drop-outs and low enrollments.

The survey will include an examination of the clients self-concept; perceptions of the relevance of education to his personal, social and economic life; attitudes towards the traditional work ethic, and his ability to move from a destructive to a constructive mode of behavior.

With your help, the 1978 survey of local school districts will answer important questions about the future of Adult Basic Education in Michigan.

MD:dc

9/15/77

INVITATION TO ADULT EDUCATION PROFESSIONAL ORGAINZATION UPDATE MEETING, OCT 1977

Adult Basic Education
Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

September 27, 1977

Ms. Dorothy Kosovac
Ferndale School District
131 E. Nine Mile Road
Ferndale, MI 48220

Dear Dorothy:

Ed Balian and I would like to invite you to react to a hypothesis for the Statewide Adult Basic Education Needs Assessment Project.

Since you and other notable ABE Educators will be gathered together in Lansing on Tuesday, October 4th, for MAPAC Board meeting, Bill Dietzel suggested that it would be convenient to talk together prior to your scheduled meeting. We would like to have you as our guest for a luncheon meeting which will convene at 11:15 A.M. at the Capital Park Restaurant, 500 S. Capital, Lansing.

We would like you to come prepared to discuss not only the relative merits of innovations in Adult Basic Education programming, staff development and recruitment techniques, but to react to our perceptions regarding some other, more subtle, causes for adult learners' resistance to participation in existing programs.

It would be extremely beneficial to this project for us to exchange ideas with you about:

1. The effects of anticipating failure and low self-esteem upon adult learning experiences.

2. The way personal and professional motivations of teachers and administrators affect interactions with students.

3. The effect of culturally determined achievement orientations upon adult learners' expectations.

This time can also be used to submit any questions you would like to see included on the instruments. We look forward to meeting with you and benefiting from your experiences and insights.

Sincerely,

Margaret Dickinson

Margaret Dickinson
Project Specialist

Edward S. Balian
Project Specialist

MD:pdc

INVITATION TO ADULT EDUCATION PROFESSIONAL ORGANIZATION UPDATE MEETING
OCTOBER 1977

Ms. Anna Mae Burdi
Troy School District
3179 Livernois
Troy, Michigan 48084

Dr. Christine Davidson
Port Huron Area School District
3110 Goulden
Port Huron, Michigan 48060

Ms. Joanne Dembinski
Pontiac School District
101 E. Pike Street
Pontiac, Michigan 48048

Mr. William Dietzel
Beecher School District
1020 W. Coldwater Road
Flint, Michigan 48505

Mr. Henry Houseman
Portage Lake Range Area Community Schools
201 E. Houghton Avenue
Houghton, Michigan 49931

Mr. James Kernen
Lansing Public Schools
519 N. Kalamazoo
Lansing, Michigan 48933

Invitation to Adult Education Professional
Organization Update Meeting, October 1977
Continued

Ms. Dorothy Kosovac
Ferndale School District
131 E. Nine Mile Road
Ferndale, Michigan 48220

Ms. Kay McKirgan
Oxford Area Community Schools
133 N. Coats
Oxford, Michigan 48051

Ms. Phyllis Miller
Department of Continuing Education
Midland Public Schools
3901 N. Saginaw Road
Midland, Michigan 48640

Dr. Duane H. Moore
Lansing School District
519 W. Kalamazoo Street
Lansing, Michigan 48933

John Lancaster
Fennville Public Schools
North Maple Street
Fennville, Michigan 49408

Adult Basic Education
Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

September 27, 1977

Mr. William Dietzel
Beecher School District
1020 W. Coldwater Road
Flint, MI 48505

Dear Bill:

Enclosed is a copy of the letter that I have sent to selected ABE Educators to attend our luncheon meeting on Tuesday, October 4th at the Capital Park Restaurant at 11:30, prior to the MAPAC Board meeting.

It sounds like it should be a good meeting and I am looking forward to it. See you on October 4th.

Sincerely,

Margaret Dickinson

Margaret Dickinson
Project Specialist

MD:pdc

Adult Basic Education Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

July 7, 1977

Dr. Christine Davidson
Port Huron Area School District
3110 Goulden
Port Huron, MI 48060

Dear Dr. Davidson:

I'd like to take this opportunity to offer you an official invitation to speak about your Adult Community Learning Program before the Adult Basic Education Needs Assessment Project Advisory Council at the Marriott Inn in Ann Arbor on Tuesday, July 26, 1977. I hope you will feel free to share with the group something of the history of your program and a discussion of the three-pronged approach to personal growth that you have used with such success.

I would hope you could infuse the 40 gathered Adult Educators with the same kind of enthusiasm and commitment you worked on me. I think they could benefit from being reminded of the importance of improving the adult student's self-concept, the advantages of individualized instruction and the value of teaching decision-making, and goal setting to disadvantaged adults.

Three other speakers - an exponent of the A.P.L. Program, a representative from an industrial training center and a spokesperson from the Michigan Department of Social Services who will speak about the progress of the statewide collaboration efforts, will share the podium with you. With this in mind, you might want to highlight some part of your ABE Program that might not otherwise be covered; possibly a discussion of your Day Care and Child Development Center or the importance of having a guidance and counseling component built into an Adult Education Program design.

These are suggestions and I hope you will feel free to use the 15-20 minutes in any way you choose. If you would like to distribute copies of your program guide or any other handout, please feel free to do so.

I am really looking forward to seeing you on July 26th at the Adult Basic Education Needs Assessment Project Advisory Council meeting.

Sincerely,

Margaret Dickinson

Margaret Dickinson
Project Specialist

MD:pdc

Adult Basic Education
Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

October 7, 1977

Mr. William Dietzel
Beecher School District
1020 W. Coldwater Road
Flint, MI 48505

Dear Bill:

I want to thank you again for your cooperation and support of our ABE Needs Assessment Project. I appreciate your willingness to encourage MAPAC leadership to help us with direction and the implementation of the study.

I was sorry that our meeting with the Michigan Department of Education staff ran over till 4:00 P.M. that afternoon, thereby preventing us from being your guests at the MAPAC Board meeting. I'm hoping it would be possible to attend some future meeting with you.

At this point in our project we could benefit from additional research materials having to do with student self-esteem and the perceptions of interacting groups to the learning situation. I hope you will be willing to send along to me those several dissertations and studies that you spoke of that have missed my attention.

I would benefit also from seeing copies of any questionnaires that have crossed your desk and might be of use to us.

If there is anything I can do to insure that the results of the research meet the needs of conscientious adult education leaders such as yourself, I would be happy to do it. Please let me know of any concerns or requests you may have of this project.

Sincerely,

Margaret Dickinson

Margaret Dickinson
Project Specialist

MD:pdc

ADVISORY COUNCIL MEMBER THANK YOU

Adult Basic Education Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

August 1, 1977

Ms. Liz Sparklin
Adult Education Coordinator
Troy School District
4333 John R
Troy, MI 48084

Dear Liz:

We want to express our personal thanks, as well as that of the Adult Basic Education Needs Assessment Project Staff, for your participation at the Advisory Council meeting in Ann Arbor.

Your expertise and interest in the project, combined with the support of our colleagues, will assure the success of this project.

We are compiling the suggestions and items you worked on during the afternoon session into the survey and will share that information with you in the next few weeks. We did want to pass along a quick note of appreciation for all the help you gave us.

Thanks again, and if you have any questions, give us a call.

Sincerely,

Margaret Dickinson

Margaret Dickinson
Project Specialist

Edward S. Balian
Project Specialist

MD:dc

ADVISORY COUNCIL SPEAKERS THANKYOU'S

Adult Basic Education Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

July 28, 1977

Christine Davidson, Ph.D
Director, Adult Education
Port Huron Area School District
3110 Goulden
Port Huron, MI 48060

Dear Christine:

I wish to express my personal thanks and appreciation for your participation in last week's Adult Basic Education Needs Assessment Advisory Council meeting at the Marriott Inn in Ann Arbor.

The audience has expressed many complimentary remarks about both the program and your individual contribution to the total effort. There is no doubt in my mind that you have made us more knowledgeable about ways to help educationally disadvantaged adults, and more intelligent about the ramifications of collaboration efforts upon future adult education programs. I was especially glad to hear you speak of peoples lives being made more satisfying and how great it felt to see smiles on the faces of otherwise unhappy people.

Thank you again for your willingness to share your expertise in this area with us.

Whatever measure of success we achieve in this project will surely have been facilitated by your contribution at the workshop.

Sincerely,

Margaret Dickinson
Margaret Dickinson
Project Specialist

MD:pdc

Adult Basic Education
Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

July 8, 1977

Ms. Joanne Dembinski, Supervisor
Adult Performance Level Project
John F. Perdue Building
25 S. Sanford
Pontiac, MI 48048

Dear Joanne:

Thank you for accepting my invitation to give a presentation on the status of the Michigan Adult Performance Levels (APL) Project to the Advisory Council members of the Adult Basic Education Needs Assessment Project.

The date is July 26, 1977, Tuesday, at the Marriott Inn in Ann Arbor from 9:00 A.M. to 4:00 P.M. in the Dickens Room. Thirty to forty people are expected of adult education administrator, university professor and industry representative types, who will be responsible for helping us determine the content of our survey instruments and ways to operationalize the projects implementation.

Presentations from other speakers will include a description of the Chrysler Corporation Job Orientation and Training Program, an update on statewide collaboration efforts between the Michigan Department of Social Services and the Michigan Department of Education, and a review of Port Huron's Adult Community Learning Program.

I plan to provide 15-20 minutes for each guest speaker to use at their own discretion. I only ask that you remain aware of my desire to answer audience questions as they might come up. Any materials you may choose to bring for distribution to the group would certainly be welcomed.

Please call me at (313) 286-8800 to confirm your availability for this presentation and for answers to questions not spoken to in this letter.

Looking forward to seeing you on July 26th at the Adult Basic Education Needs Assessment Advisory Council meeting.

Sincerely,

Margaret Dickinson

Margaret Dickinson
Project Specialist

MD:pdc

Adult Basic Education
Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

July 1, 1977

Memorandum To: Members of the Adult Basic Education Needs Assessment Project Advisory Council

From: Margaret Dickinson and Edward S. Balian

Subject: FIRST MEETING OF THE ADVISORY COUNCIL

We are pleased to offer you an official invitation to serve on the ABE Needs Assessment Project Advisory Council. We feel we have an excellent Council, broadly representative in expertise and knowledge. We are very much looking forward to working with all of you.

We are planning to have our first meeting at Marriott's Inn in Ann Arbor, located at 3600 Plymouth Road, off I-94, on July 26, 1977 beginning at 9:30 a.m. in the Dickens Room. Coffee and rolls will be available at 9:00 a.m. and a group luncheon is planned so that we can greet you and have a chance to talk with you. Our meeting will conclude at approximately 4:00 p.m. If you need to be reached that day, messages will be taken on the Marriott switchboard - 313/769-9800.

Our agenda for the day will include the following:

1. To review the project and to discuss our major objectives and plans.
2. To present results of the Advisory Council survey of attitudes toward Adult Basic Education and to involve the Council in identifying priorities for project instruments.
3. To solve operational problems of the projects implementation.

If it is impossible for you to arrive on the morning of the 26th and you need accommodations the night before, please fill out the enclosed form and return it to the Marriott Inn. Expenses for the Council members will be borne by the project.

Enclosed you will find a survey of attitudes towards ABE that we would like you to complete and return within 72 hours. We realize this is short notice but we think you'll find the questionnaire interesting and easy to fill out. Early return of questionnaires will make possible the computerization of results; and a presentation of the group consensus at the Advisory Council Meeting.

Please return the questionnaire and the acceptance sheet in the enclosed envelope so that we can prepare stationery including your name; and advise our host of numbers.

If we can provide further information for you, please do not hesitate to call. Best wishes till we meet.

MD/ESB:lj

See Enclosures 1 & 2

Enc. 2 (Acceptance Sheet)

ADULT BASIC EDUCATION ADVISORY COUNCIL MEETING
MARRIOTT INN, ANN ARBOR
JULY 26, 1977

NAME AND TITLE AS IT SHOULD APPEAR ON STATIONERY:

____

____

ADDRESS ______________________________

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PHONE NO ______________________________

☐ YES, I WILL BE ATTENDING THE ADVISORY COUNCIL MEETING ON JULY 26, 1977

☐ NO, I'M SORRY I CANNOT ATTEND

RETURN TO:

Ms. Margaret Dickinson
Project Specialist
44001 Garfield Road
Mt. Clemens, MI 48044

ADULT BASIC EDUCATION NEEDS ASSESSMENT PROJECT

(1.)

ADVISORY COUNCIL SURVEY

7-1-77

(5)

SECTION I: RECRUITMENT

1. What are the characteristics of the target population you are trying to reach (in Michigan) (e.g., age, sex, minority background, socio-economic background, etc.)?

2. What particular groups are you especially trying to reach (e.g., achievement level, migrant, rural isolated, etc.)? List these groups below in rank order (by state-wide priority).

3. Listed below are several methods that can be used to recruit students. Indicate by circling the appropriate number how much emphasis, in general, should be placed on each method for recruiting ABE students (in Michigan).

Recruitment Method		Desired Emphasis					
		Little Or No Emphasis			Great Emphasis		
a. Mass Media Publicity	3.4	1	2	3	4	5	(6)
b. Door to Door Canvassing	2.8	1	2	3	4	5	(7)
c. Referrals from Agencies (e.g., employment, welfare)	4.4	1	2	3	4	5	(8)
d. Word of Mouth	4.0	1	2	3	4	5	(9)
e. Co-sponsoring Classes with Community Groups and Organizations	3.8	1	2	3	4	5	(10)
f. Cooperation with Schools	3.9	1	2	3	4	5	(11)
g. Other (Specify)	0	1	2	3	4	5	(12)

4. Do you believe that different recruitment methods are needed to effectively reach different target groups?

97% YES

3% NO

(13)

RECRUITMENT

5. Retention of ABE students is as important as recruitment. What should (Michigan's) goal be regarding the proportion of students who are enrolled the first week of class this fall and who are still active as of the sixth week of class (i.e., the retention rate in percent for the first six weeks in classes meeting once or twice a week)?

MEAN - 59% % (49 - 51)

6. How much emphasis should be placed on paid recruiters (regardless of whether they are paid from ABE or other sources of funds)? Circle the appropriate number below.

Little Or No Emphasis				Great Emphasis		
1	2	3	4	5	[✓ 3.7]	(52)

7 Should every ABE teacher have recruitment responsibilities?

68% YES 32% NO (53)

8. Which of the following groups should be given priority in recruitment? Indicate rank order (number most important 1, least important 6).

a. Those primarily interested in making social contacts	0%	(54)
b. Those primarily interested in improving English language proficiency	7%	(55)
c. Those primarily interested in improving their job situation	16%	(56)
d. Those primarily interested in helping children learn	7%	(57)
e. Those primarily interested in self-improvement	32%	(58)
f. No priorities should be set among these groups (indicate by check)	36%	(59)

☐1 (60)

(1)

(5)

SECTION 2: STAFFING

1. Listed below are a number of criteria which might be taken into account in selecting teachers for ABE. Indicate by circling the appropriate number, how much emphasis should be placed on each criterion in hiring ABE teachers (in the State of Michigan).

		DESIRED EMPHASIS					
CRITERIA		LITTLE OR NO EMPHASIS			GREAT EMPHASIS		
a. Teaching certificate	3.8	1	2	3	4	5	(6)
b. Experience teaching adults	4.3	1	2	3	4	5	(7)
c. Sex	1.4	1	2	3	4	5	(8)
d. Age	1.7	1	2	3	4	5	(9)
e. Minority background	2.4	1	2	3	4	5	(10)
f. Elementary education teaching experience	3.1	1	2	3	4	5	(11)
g. Formal training in adult education	3.9	1	2	3	4	5	(12)
h. Personality	4.6	1	2	3	4	5	(13)
i. Commitment to ABE	4.4	1	2	3	4	5	(14)
j. Experience in Counseling	3.5	1	2	3	4	5	(15)
k. Other (specify)	0	1	2	3	4	5	(16)

(OVER)

STAFFING

2. How much influence should each of the following have on the initital decision to employ an ABE teacher?

		LITTLE OR NO INFLUENCE			GREAT INFLUENCE		
a. Local ABE Teachers	2.9	1	2	3	4	5	(17)
b. Local ABE Students	3.1	1	2	3	4	5	(18)
c. ISD Coordinator of Adult Education	2.4	1	2	3	4	5	(19)
d. LEA Director of Adult Education	3.6	1	2	3	4	5	(20)
e. LEA Director of Adult Basic Education	4.5	1	2	3	4	5	(21)
f. Co-Sponsor	2.8	1	2	3	4	5	(22)
g. Other (Specify:________________)	0	1	2	3	4	5	(23)

3. How much influence should each of the following have on the decision to retain an ABE teacher?

		LITTLE OR NO INFLUENCE			GREAT INFLUENCE		
a. Local ABE Teachers	2.9	1	2	3	4	5	(24)
b. Local ABE Students	3.5	1	2	3	4	5	(25)
c. ISD Coordinator of Adult Education	2.5	1	2	3	4	5	(26)
d. LEA Director of Adult Education	3.6	1	2	3	4	5	(27)
e. LEA Director of Adult Basic Education	4.4	1	2	3	4	5	(28)
f. Co-sponsor	2.8	1	2	3	4	5	(29)
g. Other (Specify:______________)	0	1	2	3	4	5	(30)

4. Should any effort be made to recruit ABE teachers from outside the local public school system?

83.9% YES 9.7% NO (31)

6.5% - NO RESPONSE

(1)

(5)

SECTION 3: INSTRUCTION

1. Of the instructional materials used in the ABE class, what percentage should be: (A-D Must Add to 100%)

	NO RESPONSE - 3%	
a. Used as commercially published	32%	(6-7)
b. Adapted (from commercially published) by teacher	24%	(8-9)
c. Teacher Designed material	24%	(10-11)
d. Designed by local cooperative effort	17%	(12-13)
TOTAL	100%	

2. What should be the proportional distribution of ABE classroom facilities among the following types of locations? A-E must add to 100%.

	NO RESONSE - 15%	
a. Classes held in a learning center day and evening.	25%	(14-15)
b. Classes held in school buildings, day and evening.	23%	(16-17)
c. Scattered outreach classes in facilities of co-sponsors	19%	(18-19)
d. Outreach classes in facilities of community organization.	16%	(20-21)
e. Other (Specify:______________)	3%	(22-23)
TOTAL =	100 %	

3. In every program, someone has primary responsibility for orienting new students to the program. In your program who should have this responsibility? If this responsibility should be shared, indicate rank order of the five most important rank order, 1-5; number the most important "1".

	0	1	2	3	4	5	
a. ISD Coordinator	27		2	1		1	(24)
b. LEA Adult Basic Education Director	12	4	1	6	3	5	(25)
c. School District Adult Education Director	16	1	1	2	5	6	(26)
d. Teacher	1	16	6	5	1	2	(27)
e. Counselor	2	6	13	5	4	1	(28)
f. Aide or volunteer	12	0	6	5	6	2	(29)
g. Paid Recruiters	18	3	1	3	3	3	(30)
h. Other students	16			3	5	7	(31)
i. Other (Specify:__________)	30		1				(32)

STAFFING

5. In overall performance, some teachers and aides are clearly superior to others in the ABE program. Realistically speaking, about what proportion of the ABE instructional staff in Michigan do you expect to be:

PERFORMANCE	TEACHERS	AIDES & VOLUNTEERS	
a. Excellent	19 %	14 %	(32-35)
b. Very Good	28 %	25 %	(36-39)
c. Good	26 %	24 %	(40-43)
d. Fair	15 %	14 %	(44-47)
e. Poor	12 %	23 %	(48-51)
	100%	100%	

6. Not all teachers are equally satisfied with their work in ABE. About what percentage of Michigan ABE teachers do you expect to be:

	PERCENTAGE	
a. Very Satisfied	35 %	(52-53)
b. Moderately Satisfied	40 %	(54-55)
c. Dissatisfied	25 %	(56-57)

7. For the state as a whole, what should be the maximum annual rate of ABE teacher turnover (in percent of total teaching force)?

18 % (58-59)

8. How important to your ABE program should aides and volunteers be?

LITTLE OR NO IMPORTANCE				GREAT IMPORTANCE		
1	2	3	4	5	4.3	(60)

9. Who, if anyone, should follow up the students who drop out of the ABE program before their objectives are met? (Check all that apply)

a. Teacher	81% CHECKED	(61)
b. Aides & Volunteers	52% CHECKED	(62)
c. Counselor	87% CHECKED	(63)
d. Recruiter	58% CHECKED	(64)
e. Coordinator	67% CHECKED	(65)
f. Co-Sponsor	52% CHECKED	(66)
g. Other (specify)	7% CHECKED	(67)

2 (68)

INSTRUCTION

4. Often, ABE programs make an initial assessment of an entering student's achievement level. How should student entrance level be assessed?

ASSESSMENT METHOD	CHECK ALL THAT APPLY	
a. Standardized Test.	48%	(33)
b. Locally developed test	35%	(34)
c. Interview.	58%	(35)
d. Previous records	48%	(36)
e. Combination of above	87%	(37)
f. No assessment.	3%	(38)
g. Other (Specify:____________________)	6%	(39)

5. If you checked e. in question 4., indicate in what combination and sequence the assessment method should be used. Indicate sequence by writing in the number 1 for the first method used, 2 for the second, etc.

ASSESSMENT METHOD	SEQUENCE	
a. Standardized test.	2.4	(40)
b. Locally developed test	2.1	(41)
c. Interview.	1.4	(42)
d. Previous records	1.0	(43)
e. Other (specify:____________________)		(44)
f. No Preference.		(45)

6. Who should make the initial assessment of student skill levels: (Check all that apply)

STAFF MEMBER	% CHECKED CHECK ALL THAT APPLY	
a. No one	0%	(46)
b. Teacher	94%	(47)
c. Counselor	74%	(48)
d. Aide or volunteer	16%	(49)
e. LEA ABE Director	36%	(50)
f. OTHER (Specify ____________)	0%	(51)

INSTRUCTION

7. Regarding the administration of diagnostic placement tests, when should these tests be administered?

MULTIPLE ANSWERS POSSIBLE	SHOULD BE ADMINISTERED	
a. Never.	0%	(53)
b. At the time of enrollment.	48%	(54)
c. Sometime after enrollment.	61%	(55)

8. Regarding the evaluation of student progress, how should student progress be evaluated? Indicate five preferences by rank order (number most valuable method 1, least valuable 5).

EVALUATION METHOD	RANK ORDER	
a. Classroom tests.	2.0	(56)
b. Standardized achievement test.	2.9	(57)
c. Teacher summary evaluation	2.2	(58)
d. Staff conference	3.0	(59)
e. Student-Teacher conference	2.6	(60)
f. Other (Specify:________________).	______	(61)

9. What value should be placed on student records (from ABE classes, learning lab, referral agencies, other sources) for the following:

		LITTLE OR NO VALUE				HIGHEST VALUE	
a. Measure student progress in program	3.8	1	2	3	4	5	(62)
b. Place students in classes	3.5	1	2	3	4	5	(63)
c. Counsel students	4.0	1	2	3	4	5	(64)
d. Refer students to other programs, employers, reporting progress to co-sponsors, etc.	4.1	1	2	3	4	5	(65)
e. Reporting to ABE coordinator	3.2	1	2	3	4	5	(66)
f. Other (Specify:____________)		1	2	3	4	5	(67)

10. If standarized achievement tests are used, should they be administered at regular intervals?

61% YES   29% NO   10% NO RESPONSE   (68)

INSTRUCTION

11. What emphasis should be given to various ABE subjects? (Aside from communication and computational skills.) Rank order importance by numbering most important 1, least important 5.

ORDER OF IMPORTANCE

a. Health . . . . ______ (73)
b. Consumer Economics. ______ (74)
c. Government and Law . . . . ______ (75)
d. Community Resources . . . . ______ (76)
e. Occupational Knowledge . . . . ______ (77)
f. Personal Growth . . . . ______ (78)
g. Other (Specify:__________). . . . . ______ (79)

3 (80)

RANK ORDER OF IMPORTANCE

	1	2	3	4	5	NOT RANKED	TOTAL
A. HEALTH	7%	23%	19%	26%	7%	18%	100%
B. CONSUMER ECONOMICS	3%	10%	36%	23%	23%	5%	100%
C. GOVERNMENT AND LAW	13%	7%	13%	13%	23%	31%	100%
D. COMMUNITY RESOURCES	7%	10%	23%	13%	26%	21%	100%
E. OCCUPATIONAL KNOWLEDGE	32%	36%	3%	13%	7%	9%	100%
F. PERSONAL GROWTH	48%	19%	3%	10%	13%	7%	100%

(1) ____ ____

INSTRUCTION ____ ____ ____ (5)

14. What degree of relative emphasis should be placed on methods of instruction to accommodate differences among students?

		LITTLE OR NO EMPHASIS						GREAT. EMPHASIS	
a. One-to-One instruction in the classroom	6.1	1	2	3	4	5	6	7	(6)
b. Group students with similar problems or interests together	5.6	1	2	3	4	5	6	7	(7)
c. Send students to learning lab	4.5	1	2	3	4	5	6	7	(8)
d. Make individual reading, writing, or math assignments	5.6	1	2	3	4	5	6	7	(9)
e. Use programmed material	4.6	1	2	3	4	5	6	7	(10)
f. Tutoring outside of classroom	4.7	1	2	3	4	5	6	7	(11)
g. Other (specify:______________)		1	2	3	4	5	6	7	(12)

15. To what extent should students participate in their instruction in each of the following ways? Rank order, in recommended frequency of use, the five most important (number most important "1", least important "5").

Type of Participation	RECOMMENDED FREQUENCY OF USE					
	1	2	3	4	5	
a. Student recites.		1	1	3		(13)
b. Pairs of small groups of students practice skills together.	4	2	11	2	4	(14)
c. Whole class participates in discussion	4	4	2	2	1	(15)
d. Small groups in discussion and problem solving . .	6	12	5	2		(16)
e. Students ask questions	3	3	10	4		(17)
f. Real or simulated learning situations (e.g., games, role playing).	2	2	3	3	5	(18)
g. Planning or evaluating this educational program. .	1	4		2	4	(19)
h. One-to-one instructional interaction with teacher.	17		1	5	2	(20)
i. Working with programmed materials.	2	1	1	6	9	(21)

INSTRUCTION

16. What proportion of the time of a teacher's aide or volunteer should be spent performing the following duties?

	NO RESPONSE 4%	
a. Clerical	15 %	(22)
b. Housekeeping	7 %	(23)
c. Childcare.	8 %	(24)
d. Instructional.	38 %	(25)
e. Counseling	12 %	(26)
f. Recruiting	10 %	(27)
g. Other (Specify:______________).	6 %	(28)
TOTAL	100%	

17. What proportion of the aide's or volunteers instructional time should be spent working with students in the following ways (if the aide or volunteer performs in an instructional role)?

NO RESPONSE	20%	
a. Individual tutoring.	48 %	(29)
b. Working with small groups.	30 %	(30)
c. Teaching class as a whole.	1 %	(31)
d. Other (Specify:____________)	1 %	(32)
TOTAL =	100%	

18. In addition to performing an instructional role, teachers may help students with personal and vocational problems. How important should helping students with personal and vocational problems be in the teacher's role?

NOT IMPORTANT						VERY IMPORTANT		
1	2	3	4	5	6	7	5.3	(33)

19. What part should a learning lab play in the instructions of students in your program (check one)?

	% CHECKED	
1. Used for remedial work for students referred by teacher. . .	52% CHECKED	
2. A regular part of the students' total program.	26% CHECKED	
3. Available to students who want it.	13% CHECKED	
4. None	3% CHECKED	(34)
5. Other (Specify:____________________)	0% CHECKED	
NO RESPONSE	6%	

INSTRUCTION

20. How would you describe your awareness of the curriculum concept of Adult Performance Levels (APL)

LOW LEVEL OF AWARENESS				HIGH LEVEL OF AWARENESS		(35)
1	2	3	4	5	3.9	

21. How strong are your feelings that the APL curriculum should be implemented in Michigan

LOW LEVEL OF FEELINGS				HIGH LEVEL OF FEELINGS		(36)
1	2	3	4	5	3.7	

22. If you answered yes to question 21, how should APL methods and materials be combined with traditional learning strategies:

	CHECK YOUR PREFERENCE % CHECKED	
a. APL should be used exclusively	7%	
b. APL should dominate the student learning experience	10%	
c. Time should be equally divided between teaching traditional math reading, and language skills and teaching the competencies of the APL Program	29%	(37)
d. Basic skills should continue to dominate; APL competencies should be used as a complement to traditional adult learning experiences	42%	
	12% NO RESONOSE	
	100% TOTAL	

23. Of the six areas covered in the Michigan APL Program which do you feel are the most relevant to adult needs (Rank each subject by importance)

	LITTLE OR NO IMPORTANCE				GREAT IMPORTANCE		
a. Health.	1	2	3	4	5	4.1	(38)
b. Consumer Economics	1	2	3	4	5	4.3	(39)
c. Government and Law	1	2	3	4	5	3.7	(40)
d. Community Resources	1	2	3	4	5	4.0	(41)
e. Occupational Knowledge.	1	2	3	4	5	4.7	(42)
f. Personal Growth	1	2	3	4	5	4.7	(43)

473

4 (44)

____ (1) ____

____ ____ ____ (5)

SECTION 4: IN-SERVICE EDUCATION

1. For each staff category that follows, what should be the proportion of the total in the category who attend an in-service workshop, university course, or conference during a year?

STAFF CATEGROY	MEAN PERCENTAGE THAT SHOULD ATTEND	
a. Teachers and Counselors.	76 %	(16-17)
b. Aides.	69 %	(18-19)
c. Coordinators and directors	79 %	(20-21)
d. State staff.	78 %	(22-23)
e. Others (Specify:________)	- %	(24-25)

2. What criteria should be used to select participants in an in-service education program: (Check One)

	% CHECKED	
a. Prior Training	48%	
b. Supervisor Selection	10%	(26 - 27)
c. Duration of Employment	3%	
d. Self-Selection	23%	
e. Category of Position	13%	

3. In-service education can take several forms. Rank order the degree of emphasis which should be given the five most important suggested below (rank 1 to 5; number the most important "1", the lesser important "5"):

	MEAN RANKS ORDER OF EMPHASIS	
a. Novice-master assignement	1.2	(28)
b. Participation in curriculum.	2.1	(29)
c. Coaching by coordinator or others.	2.4	(30)
d. Workshops and conferences conducted by your local ABE program.	1.9	(31)
e. Other workshops and conferences conducted by others (state or regional agencies or institutions)	2.0	(32)
f. Participation in university courses (on or off campus)	2.0	(33)
g. Visitation of other ABE classes.	2.8	(34)
h. Other (Specify____________)	0	(35)

IN-SERVICE EDUCATION

4. On the average, what minimum percentage (%) of time should persons in each staff category be devoting to participation in these forms of in-service education in their first year with the ABE program and in subsequent years (if none, so indicate)?

	FIRST YEAR	SUBSEQUENT YEARS	
a. Teachers and Counselors	23 % of Time	14 % of Time	(36-39)
b. Aides	26 % of Time	22 % of Time	(40-43)
c. ISD Coordinator	28 % of Time	17 % of Time	(44-47)
d. LEA Directors	11 % of Time	19 % of Time	(48-51)
e. Other (Specify:____________)	13 % of Time	14 % of Time	(52-55)

5. What categories of staff should perform the main roles in planning and conducting local in-service education (e.g., setting objectives, appraisal of needs, selecting and organizing learning activities, evaluation)? Indicate letters preceding staff jobs which apply for each role (e.g., a-c-d).

STAFF

a. State staff
b. LEA Director
c. ISD Coordinator
d. Teachers
e. Counselors
f. Co-sponsors
g. Others (Specify:______)

INTENDED ROLES

Diagnose program needs. . . . _____ (56)
Set objectives. . . . . _____ (57)
Identify resources. . . . . . _____ (58)
Organize. . . . . _____ (59)
Conduct . . . . _____ (60)
Evaluate. . . . . _____ (61)
Follow-Up on learning gains . _____ (62)

SECTION 4: IN-SERVICE EDUCATION

PAGE 14

5. What categories of staff should perform the main roles in planning and conducting local in-service education (e.g., setting objectives, appraisal of needs, selecting and organizing learning activities, evaluation)? Indicate letters preceding staff jobs which apply for each role (e.g., a-c-d)

INTENDED ROLES	STATE STAFF	LEA DIRECTOR	ISD COORDINATOR	TEACHERS	COUNSELORS	CO-SPONSORS	OTHERS
1. Diagnose Program Needs	7	22	8	23	17	14	-
2. Set Objectives	10	20	7	24	13	12	-
3. Identify Resources	12	19	20	15	12	8	-
4. Organize	7	21	11	16	7	6	-
5. Conduct	9	13	9	19	12	5	2
6. Evaluate	9	17	12	19	14	11	1
7. Follow-Up on Learning Gains	5	14	8	11	8	5	2

Others -

University

Outside Specialists

IN-SERVICE EDUCATION

6. What incentives should be considered most important to encourage participation in an in-service education program? Indicate rank order (number most important 1, least important 7)

a. Required attendance. . . . . ____ (63)
b. Extra pay. . . . . ____ (64)
c. Expenses paid. . . . . ____ (65)
d. Released teaching time . . . . ____ (66)
e. Academic credit. . . . . ____ (67)
f. Conducted locally. . . . . ____ (68)
g. Other (Specify: ________________) . . . . ____ (69)

7. Concerning pre-service and in-service training for aides and volunteers: Should aides and volunteers receive such training?

90% YES   3% NO   7% NO RESPONSE   (70)

If YES, should teachers and aides attend these training sessions together?

87% YES   7% NO   6% NO RESPONSE   (71)

8. To what extent should each of the following be a major outcome of in-service education. Indicate rank order (number most important 1, least important 5).

	MEAN RANK ORDER	
a. Higher staff morale.	2.6	(72)
b. Greater insight into students.	1.6	(73)
c. Increased professional competence.	1.4	(74)
d. Greater receptivity to future in-service	3.4	(75)
e. Increased competence of trainers	4.0	(76)

5 (77)

(1)

(5)

IN-SERVICE EDUCATION

9. Listed below are 16 topics which are often the focus of in-service education activities. Please complete as follows: (1) Read through the list of topics and place a checkmark next to those topics which were dealt with in any in-service education activities for staff members sponsored or prompted by your ABE program during the past three years: (2) for those topics which you checked, complete the scale on "PAST EMPHASIS IN IN-SERVICE EDUCATION" by circling the appropriate number on each scale. (3) Please complete the "CURRENT PRIORITY FOR IN-SERVICE NEEDS" for each topic by circling the appropriate number on each scale to indicate your estimates of the priority of need for most ABE teachers at the present time.

Topics		Past Emphasis on In-Service Education (None … Great)		Current Priority for In-Service Need (Low … High)		
a. ABE program orientation: objectives, procedures, current developments, plans, reports	3.7	1 2 3 4 5 6 7		1 2 3 4 5 6 7	4.7	(6-7)
b. Differences in teaching adults and children	2.6	1 2 3 4 5 6 7		1 2 3 4 5 6 7	4.6	(8-9)
c. Philosophy of adult education	2.4	1 2 3 4 5 6 7		1 2 3 4 5 6 7	3.8	(10-11)
d. Understanding the student population, culture of poverty, ethnic group differences	2.7	1 2 3 4 5 6 7		1 2 3 4 5 6 7	4.7	(12-1
e. Course organization: content selection, scheduling and sequencing topics, making lesson plans	2.7	1 2 3 4 5 6 7		1 2 3 4 5 6 7	4.0	(14-15)
f. Methods of instruction: selecting, adapting, and using	3.3	1 2 3 4 5 6 7		1 2 3 4 5 6 7	4.9	(16-17)
g. Instructional materials and aides: selecting, adapting, and using	3.9	1 2 3 4 5 6 7		1 2 3 4 5 6 7	5.1	(18-19)
h. Diagnosis of student needs, testing and evaluating achievement; student program prescription	3.1	1 2 3 4 5 6 7		1 2 3 4 5 6 7	5.0	(20-21)
i. class control, management of student failure, coping with lack of self-confidence	2.1	1 2 3 4 5 6 7		1 2 3 4 5 6 7	4.2	(22-23)
j. Counseling students in academic or personal matters	2.0	1 2 3 4 5 6 7		1 2 3 4 5 6 7	4.1	(24-25)
k. Working with aides and volunteers	1.7	1 2 3 4 5 6 7		1 2 3 4 5 6 7	3.6	(26-27)
l. Student recruitment and retention	2.9	1 2 3 4 5 6 7		1 2 3 4 5 6 7	4.3	(28-29)
m. Individualizing instruction	2.9	1 2 3 4 5 6 7		1 2 3 4 5 6 7	4.4	(30-31)
n. Improving human relations: teacher-student	2.5	1 2 3 4 5 6 7		1 2 3 4 5 6 7	4.8	(32-33)
o. Improving staff relationships within ABE	1.3	1 2 3 4 5 6 7		1 2 3 4 5 6 7	3.4	(34-35)
p. Teaching "coping" skills: skills of urban living	2.4	1 2 3 4 5 6 7		1 2 3 4 5 6 7	4.4	(36-37)

(1) ___ . ___

___ ___ . (5)

SECTION 6: GOAL-SETTING

The items in this part deal with the process by which goals are set for your ABE program.

1. There are a number of factors that can influence goal-setting and program priorities. Indicate to what extent each factor listed below should influence the goals and priorities of a local ABE program, given present constraints.

		DESIRABLE INFLUENCE ON GOALS AND PRIORITIES							
		LITTLE OR NONE					GREAT		
a. Federal Priorities	4.2	1	2	3	4	5	6	7	(6)
b. State ABE plan	4.5	1	2	3	4	5	6	7	(7)
c. Local population characteristics	6.0	1	2	3	4	5	6	7	(8)
d. Expectations of the students	6.0	1	2	3	4	5	6	7	(9)
e. Expectations of the community	5.6	1	2	3	4	5	6	7	(10)
f. Relations with school system	4.8	1	2	3	4	5	6	7	(11)

2. How important should an advisory committee, exclusively concerned with ABE in each area, be considered? Indicate relative importance.

RELATIVE IMPORTANCE			
(1)	High	(42%)	
(2)	Medium	(45%)	(12)
(3)	Low	(7%)	
		6% NO RESPONSE	
		100%	

3. How important should each of the following functions of an area ABE advisory committee be considered. Indicate relative importance.

	RELATIVE IMPORTANCE HIGH (1)	MEDIUM (2)	LOW (3)	NR	
a. Standard Setting	(12%)	(71%)	(7%)	10%	(13)
b. Identifying problems	(74%)	(19%)	(0%)	7%	(14)
c. Consultation on decision making	(22%)	(45%)	(26%)	7%	(15)
d. Identifying resources	(74%)	(16%)	(0%)	10%	(16)
e. Assessing program progress	(32%)	(52%)	(7%)	10%	(17)
f. Program promotion and advocacy	(68%)	(20%)	(3%)	10%	(18)

COLLABORATION

4. Listed below are five disadvantages sometimes associated with co-sponsorship of classes and collaboration with agencies that refer students. How important is it for local ABE programs to avoid each of them.

Disadvantages of Collaboration		Minimal Importance				Great Importance	
a. Loss of program flexibility as a result of collaboration	3.6	1	2	3	4	5	(59)
b. Decrease in administrative autonomy as a result of collaboration	3.1	1	2	3	4	5	(60)
c. Collaboration results in serving students not representative of target population program is trying to reach	3.3	1	2	3	4	5	(61)
d. Increase in unit cost (instructional hour) as a result of collaboration	3.5	1	2	3	4	5	(62)
e. More of your time than is desirable spent on arranging for and administering collaborative efforts	3.6	1	2	3	4	5	(63)
f. Interference in ABE program operation	3.2	1	2	3	4	5	(64)
g. Other (Specify:____________________)	-	1	2	3	4	5	(65)

5. What percentage of your ABE classes should be co-sponsored?

25% (70-71)

6 (72)

(OVER)

GOAL-SETTING

4. How important should a written statement of goals for the area ABE program be considered? Check one.

RELATIVE IMPORTANCE

(1) High (65%)
(2) Medium (32%) (19)
(3) Low (3%)
100%

5. How important is it that all those involved in program implementation should actively participate in an organized discussion for the purpose of setting specific goals for the area ABE program? Check one.

RELATIVE IMPORTANCE

(1) High (87%)
(2) Medium (13%) (20)
(3) Low (0%)
100%

6. There are many possible goals that an ABE program might help students achieve. Rank the program goals below according to the degree of emphasis you feel should be placed on them by writing the number 1 in the space next to the most important goal, number 2 next to the second most important goals, and so on for all six goals.

ABE GOALS	RANK OF IMPORTANCE	
a. Increased self-confidence of students.	2.4	(21)
b. Completion of 8th grade certificate.	4.7	(22)
c. Increased competency in language and computational skills	2.7	(23)
d. Preparation for high school equivalency exam	4.9	(24)
e. Increased ability to cope with adult-life roles and problems	1.6	(25)
f. Prepare students to meet special short-term goals (e.g., complete job application)	4.1	(26)
g. Other (Specify:________________).		(27)

7 (28)

SECTION 5: COLLABORATION

1. On the average, how great a priority should local programs place on the development of collaborative relationships within their communities?

Minimal Priority				Great Priority		
1	2	3	4	5	4.3	(38)

2. What types of agencies and organizations should local ABE programs work with as co-sponsors and sources of referral support? Indicate relative importance.

	Relative Importance			
	HIGH (1)	MEDIUM (2)	LOW (3)	
a. Social service agencies	(94%)	(3%)	(3%)	(39)
b. Schools (public and private)	(81%)	(19%)	(0%)	(40)
c. Public health agencies	(45%)	(55%)	(0%)	(41)
d. Community Action Programs	(65%)	(32%)	(3%)	(42)
e. Public Employment Agencies	(74%)	(26%)	(0%)	(43)
f. Religious Organizations	(36%)	(45%)	(19%)	(44)
g. Business and industry	(61%)	(39%)	(0%)	(45)
h. Institutions (country homes, hospitals, prison, senior citizen centers, etc)	(45%)	(55%)	(0%)	(46)
i. University extension	(29%)	(48%)	(23%)	(47)

(OVER)

COLLABORATION

3. Listed below are seven benefits that local ABE programs sometimes gain from co-sponsorship of classes and collaboration with agencies that refer students. How important should it be for local ABE programs to attain each of these benefits?

Benefits of Collaboration		Minimal Importance			Great Importance		
		1	2	3	4	5	
a. Recruitment of students through co-sponsored classes	4.4	1	2	3	4	5	(48)
b. Provision of support services by collaborating organizations (e.g., child care, counseling, transportation	4.4	1	2	3	4	5	(49)
c. Extensions of ABE to hard-to-reach segments of the target population through co-sponsored classes	4.7	1	2	3	4	5	(50)
d. Increased public awareness of program through co-sponsorship and collaboration with referral agencies	4.5	1	2	3	4	5	(51)
e. Obtaining additional operating funds through co-sponsorship arrangements	3.9	1	2	3	4	5	(52)
f. Increased community support for ABE through collaboration with other organizations	3.7	1	2	3	4	5	(53)
g. Provision for feedback to the ABE program from collaborating agencies	4.3	1	2	3	4	5	(54)
h. Other (Specify:________________)		1	2	3	4	5	(55)

ADULT BASIC EDUCATION NEEDS ASSESSMENT PROJECT

SECTION I: RECRUITMENT

1. What are the characteriistics of the target population you are trying to reach (in Michigan) e.g., age, sex, minority, background, socio-economic background, etc.)?

MOST OFTEN MENTIONED

1. Unemployed/Underemployed
2. Low socio-economic level
3. Urban minorities (black, Indian, and Ethnic)
4. Rural, small town populations
5. Public Assistance Recipients

AGE

1. Recent high-school dropout
2. Age 18-44

SPECIALIZED GROUPS IDENTIFIED

1. Senior Citizens
2. Adult Offenders in Correctional Institutions
3. Alcohol Abusers

2. What particular groups are you especially trying to reach (e.g., achievement level, migrant, rural isolated, etc)? List these groups below in rank order (by state-wide priority)

MOST OFTEN MENTIONED

1. Lowest achievement level
2. English as a Second Language (ESL)

INSTRUCTION

1. Aside from teaching communication and computational skills, 48% of the A.C. agreed that the next responsibility of teachers and paraprofessionals was to assist in the personal growth of students, while 32% stated that the delivery of occupational knowledge was the most important task.

2. The desire to increase one-to-one instructional interaction with students was clearly expressed in several questions on the questionnaire.

   For example, most respondents saw one-to-one instruction as the best method of instruction for the teacher and tutoring as the best use of the paraprofessionals' time.

3. THE SINGULARLY MOST STRIKING FEATURE OF THIS ADVISORY COUNCIL WAS THE INTEREST SHOWED IN A GUIDANCE A COUNSELING COMPONENT IN ABE PROGRAMS. MORE COUNSELORS WERE SEEN AS NECESSARY AND THE INCLUSION OF THE TEACHERS AND PARAPROFESSIONALS IN A HELPING ROLE WAS SEEN AS IMPORTANT.

4. The group showed a high degree of interest in the Michigan APL Project and expressed a real enthusiasm for its implementation.

IN-SERVICE

One of the most striking findings of this survey was the extent of interest in in-service education for ABE teachers and paraprofessionals. Attendance at workshops administered both by local districts and intermediate schools was seen as the best way to improve teacher competencies in a number of areas.

IDENTIFIED PRIORITIES

RECRUITMENT

1. Various forms of collaboration including referrals from agencies, co-sponsorship with community groups and co-operation with K-12 schools are seen as the most effective method of recruitment.

2. This survey indicates a belief that the best use of said recruiters and teachers assigned recruiting tasks, would be to facilitate this collaboration.

3. Although 36% of the A.C. members expressed the belief that no priorities should be placed on serving adults with particular needs, 32% cited self-improvement as the most worthwhile goal to support.

STAFFING

1. There was strong agreement that (1) Personality, (2) Committment to ABE, and (3) Experience teaching adults were the most important criteria for selecting ABE teachers.

2. 85% of the A.C. felt we might first find these talented ABE teachers outside the traditional public school system.

3. The use of aides and volunteers in ABE Classrooms were seen as very important resources to develop in future ABE programs. Identified tasks for these paraprofessionals included:

   Individual tutoring and working with small groups

   90% of the A.C. said that aides and volunteers should be included in participating in in-service training, 87% felt teachers and aides should attend training sessions together.

   Counselors were identified as a very important component in the overall delivery of educational services to adult clients. 87% of the A.C. said counselors should followup dropouts and they were ranked as the second most important resource for orienting new students to programs through interviews and testing.

   Information gathered was to be used to counsel students and refer them to appropriate and possible jobs.

   Together with counselors, teachers were found to be an important element in the delivery of guidance and counseling services to ABE clients.

OVERVIEW OF A.B.E. ASSESSMENT PROJECT

ADVISORY COUNCIL

MARIOTT INN, ANN ARBOR
JULY 26, 1977

I. The meeting was preceded by a brunch of sweet rolls and coffee.

II. The meeting began at 9:30. Ron Pollack, Director of Special Services at the Macomb Intermediate School District, welcomed the group and introduced Margaret Dickinson.

III. Margaret Dickinson reviewed the agenda for the day and emphasized the importance of each persons contribution. She explained the goal for the day: to come up with questions to ask teachers, administrators, students, etc. Peg introduced Ed Balian to the group and presented Mr. Ken Walsh from the Michigan Department of Education.

IV. Ken Walsh explained the reason this project was funded. The project is aimed at adults who are operating at lower than ninth grade level. He pointed out some of the problems in getting adults to take part in adult education programs such as, "I'm too old" or "I'm too dumb," etc., in addition to the basic fact that adults don't like to admit that they don't possess the basic skills to succeed in this world. He referred to Pg. 4 of the handout entitled "Michigan Adult Performance Level Project," and explained the Michigan Adult Performance Level Model.

We have about 800,000 adults eligible for Adult Basic Education, but only approximately 19,000 presently enrolled in Michigan. This is typical across the nation. They would like to find out why this is the case and remedy the situation. In order to find out, they need to determine what the needs are.

Mr. Walsh explained the relationship of the APL project to the ABE Needs Assessment Project. Ken's presentation was followed by questions from the floor. The first question was concerned with the emphasis placed on skills and the deemphasis on character. Peg pointed out that one of the things they found on the questionnaire is that a guidance and counseling component is one of the most important aspects missing in the Adult Education delivery system.

V. Peg Dickinson introduced Dr. Christine Davidson of Port Huron who described Port Huron's adult education program. Forty-eight percent of the population over 24 never finished high school. Eighteen percent of these would be considered illiterate. The school district gets little support from parents, approximately half of which never pursued an education themselves.

OVERVIEW OF ABE ASSESSMENT PROJECT
ADVISORY COUNCIL
JULY 26, 1977

The day program is more popular than the evening program. These are unemployed people, many mothers whose children are in school. Port Huron has a great deal to do with parenting programs. Parents live under stress--undereducated, low income, many children. She described a booklet describing their programs. Enthusiastic questions from the floor followed Dr. Davidson's presentation.

VI. Dr. Pollack introduced Robert Worgul of the Michigan Department of Social Services. He talked about various attitudes and programs on ABE around the state. He expressed the opinion that statistics do not give much reason to be proud of the job that Adult Education is doing. He gave statistics showing that few people were removed from welfare rolls, one of the main purposes of ABE.

Questions were raised regarding the statistics presented by Mr. Worgul, and the purpose of Adult Basic Education.

Due to time constraints, questions had to be limited.

VII. Dr. Pollack introduced Dave Kazen, Michigan Adult Performance Level Project. He showed a slide/tape presentation on the linking of Adult Basic Education and Adult Performance Level.

VIII. Al H. McPherson of Chrysler Corporation was presented next on the program. He gave a lively presentation of a model for working with disadvantaged youth, including 2 video tapes (shown at the end of the meeting) showing interviews with youths who had taken part in their program. The young people told what the program had done for them. Another film traced alumni of the program years later to show their progress.

IX. Lunch was served from Noon to 1:00 P.M.

X. Dr. Pollack introduced Dr. Richard Mueller, Assistant Superintendent in charge of the department presenting today's workshop.

Peg Dickinson gave the results of the mail survey and Ed Balian interpreted the results using overhead transparencies. Ed Balian also interpreted the research design.

sp:
mrk

A.B.E. NEEDS ASSESSMENT PROJECT
ADVISORY COUNCIL

MARRIOTT INN, ANN ARBOR
TUESDAY, JULY 26, 1977

AGENDA

I. 9:00 A.M. COFFEE AND SWEETROLLS

II. 9:30 A.M. WELCOME AND INTRODUCTIONS

Ronald I. Pollack, Ph.D. -
Macomb Intermediate School District

III. REVIEW OF AGENDA

Margaret Dickinson, Macomb Intermediate
School District

IV. RELATIONSHIP OF PROJECTS

Ken Walsh, Michigan Department of Education

V. 10:00 A.M. MINI- PRESENTATIONS

A. Christine Davidson, Ph.D. - Port Huron
B. Robert Worgul - Michigan Department of Social Services
C. Dave Kazen - Michigan Adult Performance Level Project
D. A. H. McPherson - Chrysler Corporation

VI. 11:10 A.M. RESULTS OF ADVISORY COUNCIL MAIL SURVEY

A. Process and Use
   Margaret Dickinson - MISD
B. Intepretations
   Edward S. Balian - MISD

VII. 12:00 NOON LUNCH

VIII. 1:00 P.M. RESEARCH DESIGN PRESENTATION

Margaret Dickinson & Edward S. Balian -
Macomb Intermediate School District

A. Sampling (Administrators, Teachers, Non-Matriculants, and Matriculants)
B. Instrumentation
C. Piloting
D. Item Validation
E. Computerization
F. Discussion of Final Report Format

(OVER)

ADVISORY COUNCIL AGENDA (CONTINUED)

IX.	2:00 P.M.	ITEM WRITING
		A. Purpose and Directions B. Item Writing Individually C. Small Group Review of Items
X.	3:15 P.M.	REVIEW OF MEETING
		DISCUSSION OF FUTURE PARTICIPATION
XI.	3:30 P.M.	ADJOURNMENT

ADULT BASIC EDUCATION NEEDS ASSESSMENT PROJECT

ADVISORY COUNCIL MEMBERS

LOCAL EDUCATIONAL AGENCIES

Mr. John Anderson, Coordinator
Community Education Services
Livonia Public Schools
15125 Farmington Road
Livonia, MI 48154

Ms. Patricia A. Baribeau, Director
L'Anse-Baraga Community Schools
Lyons Street
Baraga, MI 49908

Mr. Ralph Bielawski
Director of Community Education
Mt. Clemens Community Schools
155 Cass Avenue
Mt. Clemens, MI 48043

Mr. Clarence Burns, Director
St. Clair Shores Adult & Community Ed.
25901 Jefferson
St. Clair Shores, MI 48081

Dr. Christine Davidson, Director
Adult Education
Port Huron Area School District
3110 Goulden
Port Huron, MI 48060

Mr. Steve Davlantes
Highland Park Community Schools
20 Bartlett
Highland Park, MI 48203

Ms. Ann Hill - OUTREACH
Beecher Area Schools
5464 Alfred Street
Flint, MI 48505

Ms. Joanne Dembinski, Supervisor - APL
Pontiac City School District
John F. Perdue Building
25 S. Sanford
Pontiac, MI 48058

Mr. Walter W. Fiebig, Coordinator
Adult Education
Kalamazoo Public Schools
Community Education Center
714 South Westnedge Avenue
Kalamazoo, MI 49007

Mr. Gary Gutman
Caro Community Schools
301 Hooper Street
Caro, MI 48723

Mr. William S. Haug
Barry-Ionia County ABE Coordinator
Rt. # 3 Velte Road
Lake Odessa, MI 48849

Ms. Susan Klooz
Adult Education Coordinator
Muskegon Public Schools
1428 Terrace Street
Muskegon, MI 49442

Mr. Al McPherson
Detroit School District
5057 Woodward Avenue
Detroit, MI 48202

Dr. Duane H. Moore
Director of Continuing Education
Lansing School District
500 W. Lenawee
Lansing, MI 48933

Mr. Wilmer Moyer, Director
ABE Program
Petoskey Public Schools
East Mitchell Road
Petoskey, MI 49770

Mr. Samuel Mullice, Assistant
Director of Community & Continuing Ed
Ann Arbor Public Schools
2560 Towner Blvd.
Ann Arbor, MI 48104

Ms. Linda Northup, Coordinator - ABE
Gladwin Community Schools
401 North Bowery Avenue
Gladwin, MI 48624

Ms. Roberta Pittman
Detroit School District
5057 Woodward Avenue
Detroit, MI 48202

A. B. E. NEEDS ASSESSMENT PROJECT ADVISORY COUNCIL MEMBERS

LOCAL EDUCATIONAL AGENCIES

Mr. Willie Richardson, Director
Community & Adult Basic Education
Saginaw School District
1604 Johnson
Saginaw, MI 48601

Ms. Liz Sparklin
Adult Education Coordinator
Troy School District
4333 John R
Troy, MI 48084

Ms. Phyllis Miller, ABE Coordinator
Midland Public Schools
Continuing Education Center
3901 N. Saginaw Road
Saginaw, MI 48640

INTERMEDIATE SCHOOL DISTRICTS

Mr. Lewis Myefski
Marquette-Alger Intermediate School District
427 W. College Avenue
Marquette, MI 49855

Mr. Robert G. Richards, Director
Community School Program
Gladstone Area Public Schools
300 S. Tenth Street
Gladstone, MI 49837

UNIVERSITIES & COMMUNITY COLLEGES

Mr. Edward Buck
Director of Adult Education
Alpena High School
3303 S. Third Street
Alpena, MI 49707

Dr. William Cave
University of Michigan
2014 School of Education
Ann Arbor, MI 48109

Mr. Brad Dyer, Program Planning Consultant
Continuing Education for Educators
University of Michigan
2014 School of Education
Ann Arbor, MI 48109

Dr. Kalman J. Kaplan
Associate Professor of Psychology
Wayne State University
Detroit, MI 48202

Dr. Alan Klaas
Education, Evaluation & Research
Wayne State University
School of Education
Detroit, MI 48202

Dr. Russ Kleis
Michigan State University
421 Ericson Hall
East Lansing, MI 48824

Dr. Alexander Kloster
Northern Michigan University
4 - ELRC
Marquette, MI 49855

Ms. Joyce Monte
Macomb County Community College
P. O. Box 309
Mt. Clemens, MI 48044

Mr. John Todd
University of Michigan
OCEEP In-Service Education
2117 A School of Education
601 E. University
Ann Arbor, MI 48109

Mr. Ronald Brooks
Department of Educational Psychology
School of Education
University of Michigan
Ann Arbor, MI 48109

STUDENTS, TEACHERS & INTERESTED CITIZENS

Ms. Barbara Darke
American Indian Services
800 W. Baltimore
Detroit, MI 48202

Mrs. Carol Dyer
Cassidy Lake Technical School
Waterloo Road
Chelsea, MI 48118

A. B. E. NEEDS ASSESSMENT PROJECT
ADVISORY COUNCIL MEMBERS

STUDENTS, TEACHERS & INTERESTED CITIZENS

Ms. Patricia McIntosh
18315 Wisconsin
Detroit, MI 48221

Ms. Martha Olmsted
2603 Geddes
Ann Arbor, MI 48104

Ms. Gail Rachor
1231 E. Kearsley
Flint, MI 48503

Mr. Stephen Schmidt
3234 Fifth Street
Muskegon Heights, MI 49444

Ms. Eunice Thurman
880 S. First #5
Ann Arbor, MI 48103

Ms. Carol Tice
Ann Arbor Schools - T - LC
600 W. Jefferson
Ann Arbor, MI 48103

Ms. Madeline Visnaw
Native American Therapist
Training Program
800 W. Baltimore
Detroit, MI 48202

Ms. Chris Welliver
25799 Lathrop
Southfield, MI 48075

Ms. Sally Schwyn
Community Action Agency
401 S. Mechanic
P. O. Drawer 1107
Jackson, MI 48204

Mr. Gilbert R. Sawyers
16621 Woodingham Drive
Detroit, MI 48221

INDUSTRY & LABOR

Frank Antonis
Warren CETA
16500 Hall Road
Mt. Clemens, MI 48044

Mr. Bruce Kingery
International Representative - UAW
Education Department
Solidarity House
8000 E. Jefferson
Detroit, MI 48224

Mr. A. H. McPherson
Chrysler Institute
11111 French Road
Detroit, MI 48236

Mr. Don Wasnuk
Human Resources Institute
2310 Cass
Detroit, MI 48201

STATE OF MICHIGAN

Dr. Robert Weisham
Career Education Department
P. O. Box 30008
Lansing, MI 48909

Mr. Robert Worgul
Michigan Dept. of Social Services
300 S. Capitol
Lansing, MI 48909

GUIDELINES FOR ADVISORY GROUPS APPOINTED BY THE BOARD OF EDUCATION

1. The Board of Education periodically creates citizen advisory groups to study a topic or concern and to make recommendations for improvements. In some cases, these groups are formed to continuously monitor and make recommendations as needed (i.e., Competency Based Education Council, Center for Personal Impowerment Council); in other cases, groups may be appointed to study and make recommendations with regard to a particular problem or task.

2. The effectiveness of any agency-advisory council has as its prerequisite a clear statement of the roles and responsibilities of each body. In order to prevent dysfunction and to most efficiently utilize the capacity of both the ABE Needs Assessment Project staff and the advisory council:

    A. The council will function in an advisory or consultative manner only.

    B. Inputs provided to the ABE Needs Assessment Project staff from the council will be considered in the light of:
        1. Policy and/or mandates of the Legislature, State Board of Education, and State Superintendent, or,
        2. Best professional judgement of ABE Needs Assessment project team.

    C. The council will keep professional educators and other interested people informed of its progress and efforts as they relate to the tasks of the project.

3. Interested persons plus others who may be recommended by Board members or the superintendent of schools, will be considered for appointment to the advisory group. The Advisory Council will be composed of various representatives who effectively reflect the diverse interests and needs of the general public. The ABE Advisory Council will include a significant proportion of women, elderly, minorities, and educationally disadvantaged. The membership of the Advisory Council also includes:

    A. Persons who, by reason of experience or training, are knowledgeable in the field of adult education or who are officials of State educational agencies or of local educational agencies within the State of Michigan;

    B. Persons who are receiving or have received adult educational services; and

    C. Persons who are representative of, and/or clients of supportive services to adult basic education programs.

4. All advisory groups appointed by the Board of Education serve at the pleasure of the Board. When an advisory group is appointed, the Board will specify the task to be accomplished; establish dates for progress reports, if needed; and establish a date for a final report. The Board will endeavor to appoint persons to advisory groups who represent a range of viewpoints and/or geographical areas.

5. In some cases, the Board may appoint a staff person to serve as liaison person between it and the group to facilitate gathering information for the group, to ensure good communication between the group and the Board, and to assist in preparing the group's report(s). The liaison person should be invited to attend all meetings of the group or its subcommittees and should be provided with copies of all materials given to group members.

6. All meetings of advisory groups must be open to the public and should be held in public facilities.

7. All advisory group chairpersons are responsible for preparing agendas of meetings and sending these, together with supplementary materials, to committee members, the staff liaison person (if any), and the Board of Education office. All advisory groups shall keep action minutes of their meetings and shall have the minutes approved by the group at its next meeting. Persons who wish to learn about the time, place, and agenda for advisory group meetings, or who wish to obtain minutes of advisory group meetings, may contact project staff directly.

Items developed for survey may (probably are) "Top of the Head" reactions, need refinement.
Needed more time for interaction between speakers. Enjoyed the whole thing.

McPherson's talk as a solid connection between society's identification of needed skills and the individuals understanding these skills on a personal level - what education (ABE and otherwise) should do but infrequently doesn't. I hope the questionnaire is designed to also identify these personal needs and assess how it can be constructively linked in ABE since this may be the last form of education many of these adults will experience.

A standarized state form for collecting statistical information on each student. This form would be key punched and computerized for tabulation

Well organized in spite of large task. This staff was very well prepared. You've done a lot of work!

S.D.E. should sponsor more meetings exclusively with ABE personnel.

I have never done item before, would like more work of this kind.

These meetings are very important for continued improvement in ABE programs.

Much questioning seemed to imply basic differences in indiviudal and statute understanding of definitions of ABE some time could have been spent on levels and variations in definition

The morning session seemed much more valuable to me than the afternoon. The meeting was well planned.

A.B.E. NEEDS ASSESSMENT MEETING

MARRIOTT INN, ANN ARBOR TUESDAY, JULY 26, 1977

EVALUATION

1. Overall, I considered this meeting

   EXCELLENT - 17 GOOD - 13 AVERAGE - 2 POOR

2. What one-to-three things did you like best about the meeting?

   A. A chance to write questions for the assessment instrument-3 Dr. Davidson's presentation -4; Mr. Kazen's presnetation, Relaxed approach.
   B. A.H. McPherson's Presentation-13; Enthusaism for task, strick attention to program schedule - Mr. Balian's presentation, Results of Advisory Council
   C. Survey, Suggestions, helpfulness, exchange of ideas, mini-presentations, content, range - 11, well organized - 4

3. What one-to-three things could have been improved?

   A. More Time; More time for questions & Answers after presentations, too much for one day, breaks should have been scheduled; a lot covered in too short
   B. a time. Longer meeting; Explanatory comments on item writing. Clarity of goals, Develop a sense of group. A "Test blueprint" i.e, what the MDE
   C. MISD hopes to learn from research could have been helpful to item writing. A prepared list of learner goals.

4. Just between you and me, I have these general comments:

   Keep assessment instrument short, 1-2 pages. More time for interaction between speakers.This was worthwhile, I got good information for the program. I feel very confident that this project is going to be helpful and successful. I'm eager to work with you and see the results. Thanks, this assessment study is greatly needed. Tried to pack too much into too short a time. Good Luck! (OVER

(TEAR HERE)

OPTIONAL

5. The ABE Needs Assessment Project staff is interested in utilization of the Advisory Council in the ongoing process of this project. Please indicate if you want to participate in future item writing, planning for implementing the survey, or any other task that might benefit from the application of your experience and expertise. If so, please complete the following:

NAME:____________________ PHONE:________________

ORGANIZATION:____________________________

ADDRESS:____________________________

____

I AM INTERESTED IN:____________________________

____

Have a safe trip home.

Adult Basic Education Needs Assessment

RONALD I. POLLACK, Ph.D., Coordinator
MARGARET DICKINSON, Project Specialist
EDWARD BALIAN, Project Specialist
KENNETH WALSH, MDE Supervisor
MAE MITTAG, MDE Monitor

Project of MICHIGAN DEPARTMENT OF EDUCATION
44001 Garfield Road, Mt. Clemens, Michigan 48044 (313) 286-8800

Mr. Carroll Hutton
International Union UAW
Education Department
Solidarity House
8000 East Jefferson
Detroit, MI 48214

Dear Mr. Hutton:

This letter is to advise you of the initiation of a statewide Adult Education Needs Assessment Project, funded under Adult Education Act, P.L. 91-230 111, as amended, Section 309, being conducted by the Macomb Intermediate School District for the Michigan Department of Education.

The goal of this project is to gather data concerning the status of adult education in Michigan from ABE clients, teachers, administrators, training institutions and others who provide services to adults. This information will enable the Michigan Department of Education and local educational districts to develop long-range plans for teacher training programs and curriculum development consistent with the identified needs.

Mr. Bruce Kingery has been very helpful in providing our project with information about the UAW's long standing interest and participation in Adult Education and has agreed to serve on our Advisory Council. However, he has advised me that out of town travel will make it impossible for him to attend our all day Advisory Council meeting on July 26th at the Marriott Inn in Ann Arbor and that you might want to send another representative from your office.

We would appreciate hearing from you as soon as possible so we can prepare stationery, including your organizations name, and advise our hosts of the numbers for the meeting.

Sincerely,

Margaret Dickinson

Margaret Dickinson
Project Specialist

MD:pdc

GUIDELINES FOR ADVISORY GROUPS APPOINTED BY THE BOARD OF EDUCATION

1. The Board of Education periodically creates citizen advisory groups to study a topic or concern and to make recommendations for improvements. In some cases, these groups are formed to continuously monitor and make recommendations as needed (i.e., Competency Based Education Council, Center for Personal Impowerment Council); in other cases, groups may be appointed to study and make recommendations with regard to a particular problem or task.

2. The effectiveness of any agency-advisory council has as its prerequisite a clear statement of the roles and responsibilities of each body. In order to prevent dysfunction and to most efficiently utilize the capacity of both the ABE Needs Assessment Project staff and the advisory council:

   A. The council will function in an advisory or consultative manner only.

   B. Inputs provided to the ABE Needs Assessment Project staff from the council will be considered in the light of:
      1. Policy and/or mandates of the Legislature, State Board of Education, and State Superintendent, or,
      2. Best professional judgement of ABE Needs Assessment project team.

   C. The council will keep professional educators and other interested people informed of its progress and efforts as they relate to the tasks of the project.

3. Interested persons plus others who may be recommended by Board members or the superintendent of schools, will be considered for appointment to the advisory group. The Advisory Council will be composed of various representatives who effectively reflect the diverse interests and needs of the general public. The ABE Advisory Council will include a significant proportion of women, elderly, minorities, and educationally disadvantaged. The membership of the Advisory Council also includes:

   A. Persons who, by reason of experience or training, are knowledgeable in the field of adult education or who are officials of State educational agencies or of local educational agencies within the State of Michigan;

   B. Persons who are receiving or have received adult educational services; and

   C. Persons who are representative of, and/or clients of supportive services to adult basic education programs.

4. All advisory groups appointed by the Board of Education serve at the pleasure of the Board. When an advisory group is appointed, the Board will specify the task to be accomplished; establish dates for progress reports, if needed; and establish a date for a final report. The Board will endeavor to appoint persons to advisory groups who represent a range of viewpoints and/or geographical areas.

5. In some cases, the Board may appoint a staff person to serve as liaison person between it and the group to facilitate gathering information for the group, to ensure good communication between the group and the Board, and to assist in preparing the group's report(s). The liaison person should be invited to attend all meetings of the group or its subcommittees and should be provided with copies of all materials given to group members.

6. All meetings of advisory groups must be open to the public and should be held in public facilities.

7. All advisory group chairpersons are responsible for preparing agendas of meetings and sending these, together with supplementary materials, to committee members, the staff liaison person (if any), and the Board of Education office. All advisory groups shall keep action minutes of their meetings and shall have the minutes approved by the group at its next meeting. Persons who wish to learn about the time, place, and agenda for advisory group meetings, or who wish to obtain minutes of advisory group meetings, may contact project staff directly.

Adult Basic Education
Needs Assessment

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MICHIGAN ADULT PERFORMANCE
LEVEL MODEL OBJECTIVES
(APL)

WORKING DRAFT

Adult and Continuing Education Services
Michigan Department of Education
February, 1977

501

MICHIGAN ADULT PERFORMANCE LEVEL MODEL PROJECT

PROBLEM

Many adults enroll in basic education programs to gain the academic skills necessary to obtain jobs and/or to develop the competencies needed to survive in Michigan's complex society. It has long been felt that becoming "literate in reading" did not insure an adult of obtaining either of these goals. Furthermore, the competencies needed by adults to cope or survive in society have only recently been identified.

BACKGROUND

In 1971, the University of Texas in Austin received a Health, Education and Welfare grant to conduct a national Adult Performance Level study in which they identified competencies and operationally defined literacy in terms of skills needed to be proficient in areas of need which were identified as being important for survival in our society. The general areas of need were identified as Community Resources, Consumer Economics, Government and Law, Health and Occupational Knowledge. A goal statement was written for each of these general knowledge areas and objectives addressing the competencies were developed under each goal statement.

Several models based on Adult Performance Levels have been developed since that time. After review of these models, staff concluded that a Michigan Adult Performance Level Model would best meet the educational needs of the adults in Michigan. The flow chart (Figure 1 on the following page) demonstrates the components of this Model.

In 1976, the Michigan Department of Education utilized its discretionary monies available under Section 309 of the Adult Education Act (P.L. 91-230 III), as amended, to develop the first phase of this Model by:

1. identifying the Adult Performance Level competencies needed by adults in Michigan using data from the national studies;
2. developing and validating objectives addressing the identified competencies; and
3. starting to prepare curriculum materials necessary to implement the objectives.

Local educational agencies in Alma, the Cass Corridor in Detroit, Ferndale, Pontiac, and Saginaw were designated to initiate the development of the Michigan Adult Performance Level Model. Representation from these agencies insured input from the cross-section of Adult Basic Education students living in industrial and commuter communities as well as ethnic input from the Latino and Native American populations. Ms. Joanne Dembinski from the Pontiac School District was selected as project director.

MODEL DEVELOPMENT TO DATE

PHASE 1

1. Identification of competencies and objective development. As the first step in the development of the Model, personnel from the five agencies compiled and compared the goal statements and performance objectives of the Oregon Graduation Requirements, the Michigan and Pontiac Life Role Competencies, the Texas project, the Michigan Career Education Objectives, and the Westinghouse Learning Corporation. They also met twice with the Life Role Competency state referent group to assist in the revision of the Life Role Competencies and to compare the goals and objectives of each project. It was concluded that although the majority of the competencies in these projects were similar, competencies addressing "basic skills" were necessary in the APL Model.

   Several meetings were held to delineate competencies needed by adults and to address these competencies with relevant objectives. During this time, it was determined that a sixth general knowledge area, Personal Development, should be incorporated into the Michigan Adult Performance Level Model. Personal Development addresses the decision-making and critical thinking skills needed by adults.

   Competencies needed by adults in Michigan in the six knowledge areas have been identified. The objectives developed addressing these competencies are as follows:

1.	Community Resources Area	10 objectives
2.	Consumer Economics Area	23 objectives
3.	Government and Law Area	12 objectives
4.	Health Area	11 objectives
5.	Occupational Knowledge Area	27 objectives
6.	Personal Development Area	23 objectives

   These objectives have been ranked by the instructors in participaing agencies according to the level of academic development the student must possess in order to master the concept and/or content. Exhibit A is a copy of these objectives.

2. Curriculum material development. Curriculum materials developed thus far in each of the knowledge areas are being field-tested by the adult students in the programs previously listed. Materials have been developed for six objectives in Community Resources, seventeen in Consumer Economics, nine in Government and Law, seven in Health, seventeen in Occupational Knowledge, and seven in Personal Development.

   Personnel in the Pontiac agency are in the process of developing the test items. Personnel in the Research, Evaluation and Assessment Services of the Department of Education are reviewing these items. To date, at least one test item has been developed for each objective with as many as eight for some objectives. To avoid duplication of time and effort, similar test items are used for comparable objectives in the Adult Performance Level and Life Role Competency Projects.

When completed, each curriculum package will contain the following:

1. charts identifying the prerequisite reading and mathematic skills needed to obtain proficiency in each objective;
2. developmental tasks to implement each objective;
3. suggested activities and sample worksheets for each task; and
4. test items to be used to assess the student's proficiency in each knowledge area both for diagnostic purposes and post-test evaluation.

A curriculum package containing materials developed to date in the Consumer Economics general knowledge area is available. It is typical of the development in all general knowledge areas.

PHASE 2
Fiscal Year 1977

1. Development of curriculum materials. Although curriculum materials have been prepared for the majority of the objectives, this development must be completed. These materials must all be field-tested by a greater diversity of Adult Basic Education students.

2. Validation of objectives and assessment items. To reflect the statewide scope of the Model, the objectives must be validated by a greater cross-section of Michigan adults. The assessment items have not as yet been validated by any Adult Basic Education students.

This may be accomplished by continuing the current project with the following modifications:

Personnel in the Pontiac Public Schools will complete the development of assessment items and will direct the project. As director, Pontiac will be responsible for coordinating the validation and field-testing activities in at least ten Adult Basic Education programs including the agencies receiving funding in Phase 1.

Selection of the new agencies will be based on geographic location and unique clientele served in each program. Such Adult Basic Education student populations as the incarcerated adult, the Native American living on a reservation, the rural adult, the migrant Latino and the disabled adult will participate in these activities.

The agencies funded in Phase 1 will continue to develop and field-test curriculum materials with their clients. Each agency will assume the responsibility of fully developing a transportable set of materials for at least one of the general knowledge areas to be field-tested by personnel in both the original and new agencies.

Assessment items will be field-tested by students in all of the agencies and revised on the basis of this field-testing.

By June 30, 1978, the directing agency will submit to the Department at least 300 sets of curriculum packages for each general knowledge area ready for dissemination both within and without the state.

PHASE 3
Fiscal Year 1978

Professional development activities for the personnel in the ten Adult Basic Education programs will be implemented during Phase 3.

RECOMMENDATIONS

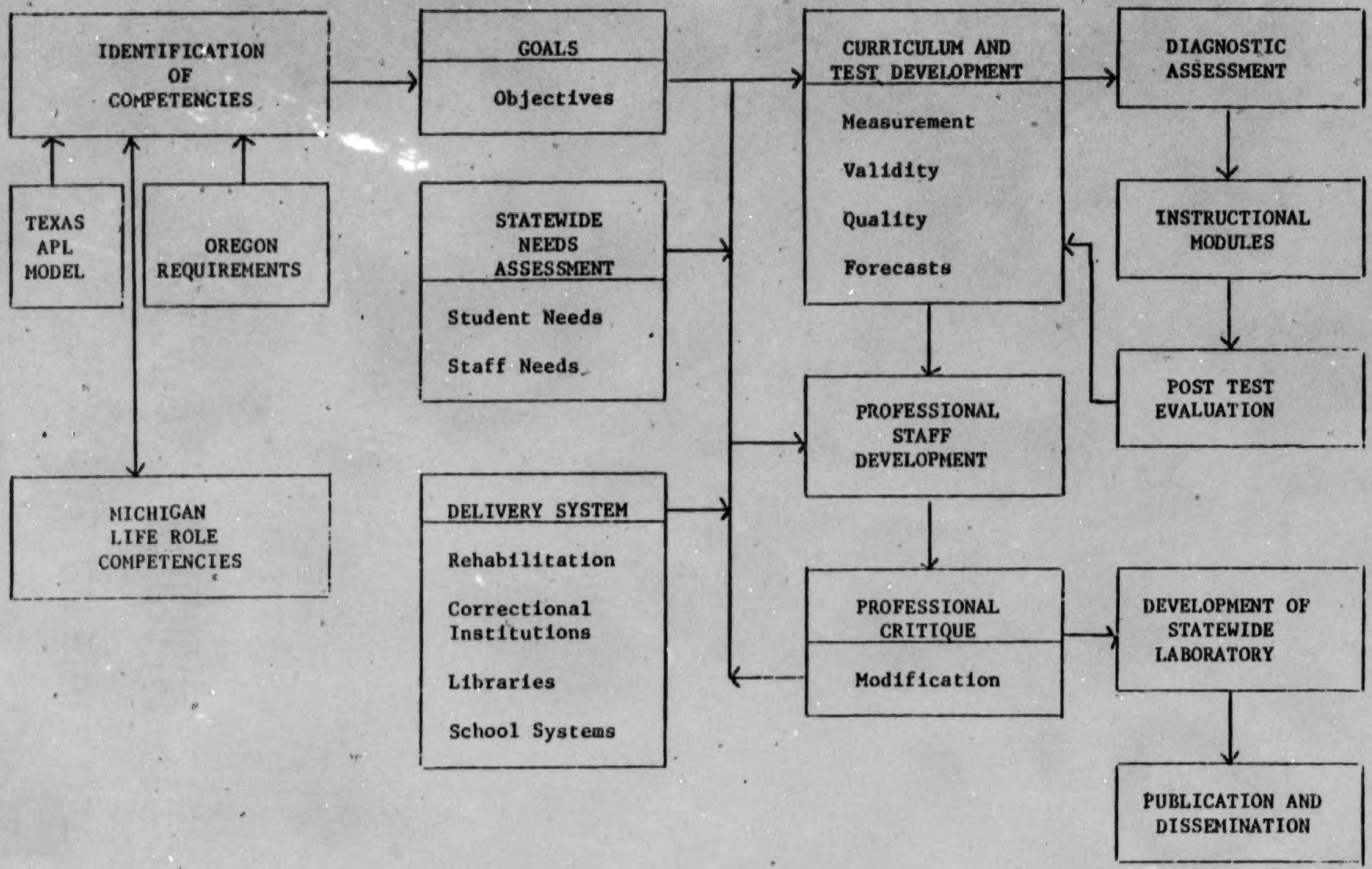
It is recommended:

1. that the Research, Evaluation and Assessment Services of the Department of Education continue to work cooperatively with the APL Model in the development of assessment items and the implementation of an assessment program;
2. that the Michigan APL Model and the Life Role Competencies Project further correlate their activities; and
3. that Phase 2 of the Michigan Adult Performance Level Model Project be implemented with a grant at a level not to exceed $260,000 awarded to the Pontiac Public School System. These monies will be utilized in the following manner:

	TOTAL
Development of curriculum packages including the completion of at least one set of materials which has been field-tested within that agency (Alma; American Indian Services, Cass Corridor, Detroit; Ferndale; Pontiac; and Saginaw @ $30,000 each)	$150,000
Development of assessment items (Pontiac)	$ 20,000
Coordination (Pontiac to implement statewide field-testing activities; direct project activities toward the implementation of the total Model)	$ 70,000
Preparation of materials for dissemination (Pontiac to prepare 300 sets of each curriculum package)	$ 20,000
	$260,000

FIGURE 1

MICHIGAN ADULT PERFORMANCE LEVEL MODEL


IDENTIFICATION OF COMPETENCIES
TEXAS APL MODEL
OREGON REQUIREMENTS
MICHIGAN LIFE ROLE COMPETENCIES
GOALS
Objectives
STATEWIDE NEEDS ASSESSMENT
Student Needs
Staff Needs
DELIVERY SYSTEM
Rehabilitation
Correctional Institutions
Libraries
School Systems
CURRICULUM AND TEST DEVELOPMENT
Measurement
Validity
Quality
Forecasts
PROFESSIONAL STAFF DEVELOPMENT
PROFESSIONAL CRITIQUE
Modification
DIAGNOSTIC ASSESSMENT
INSTRUCTIONAL MODULES
POST TEST EVALUATION
DEVELOPMENT OF STATEWIDE LABORATORY
PUBLICATION AND DISSEMINATION

CONSUMER ECONOMICS

GOAL: To manage a family economy and to demonstrate an awareness of sound purchasing principles.

OBJECTIVES:

1. Count and convert coins and currency.
2. Use an oral and written consumer economics vocabulary.
3. Determine individual or family housing needs and describe and demonstrate how to obtain affordable housing to meet those needs.
4. Read and interpret sales slips.
5. Describe the proper procedures in careful shopping and buying.
6. Demonstrate effective methods of storing goods.
7. Use catalogs, consumer guides and other reference documents to select goods and services.
8. Demonstrate how to order food and tip in a restaurant.
9. Demonstrate the proper way to care for possessions.
10. Convert weights and measures using measurement tables and mathematical operations.
11. Construct a realistic budget for family units with different needs.
12. Demonstrate a basic understanding of the financial aspects of motor vehicle ownership and maintenance.
13. Explain the importance of and demonstrate the proper keeping of financial records.
14. Demonstrate correct use of typical banking services that aid in personal money management.
15. Demonstrate the basic concepts of sales and income tax.
16. Describe the functions and services of various Michigan agencies providing assistance to consumers.
17. Explain the rights and responsibilities of both buyer and seller in the marketplace.
18. Identify procedures for using credit effectively in Michigan.

19. Select insurance plans most beneficial for an individual and a family.

20. Identify the ways personal values and marketing techniques influence personal purchasing decisions.

21. Explain how employment income and other benefits affect financial security.

22. Identify the procedures involved in planning for retirement.

23. Predict the effect of a widespread similarity in consumer activities upon the total economy.

COMMUNITY RESOURCES

GOAL: To understand that community resources, including transportation systems, are utilized by individuals in society in order to obtain a satisfactory mode of living.

OBJECTIVES:

1. Use an oral and written vocabulary related to community resources.
2. Describe the major types of transportation available in today's society.
3. Name, describe the purposes, and demonstrate uses of various Michigan service agencies and resources available to the community including media, legal aid, recreational, public utilities, social, transportation, family and aesthetic-humanistic.
4. Identify the scope and distribution of various occupations in Michigan communities.
5. Demonstrate an understanding of alcohol, drugs and drug-related traffic problems and a knowledge of agencies providing assistance.
6. Describe the factors affecting choice of retail outlets and services.
7. Describe the cultural factors in Michigan that influence a citizen's role, life style, occupation and housing opportunities.
8. Describe alternative solutions to the societal problems facing Michigan residents, e.g. over-population, urbanization, pollution, depletion of earth's finite natural resources, and the preservation, restoration, and recycling of earth's natural resources.
9. Describe the effect of man's use of natural resources on the balance of nature.
10. Describe ways the natural environment in Michigan can be used as a basis for creative expression.

GOVERNMENT AND LAW

GOAL: To promote an understanding of society through government and law and to be aware of governmental functions, agencies and regulations which define individual rights and obligations.

OBJECTIVES:

1. Use an oral and written vocabulary related to government and law and order.
2. Define the basic rights and responsibilities of a citizen within our government.
3. Demonstrate a general knowledge of the United States Constitution and amendments.
4. Select appropriate state governmental or service agencies to contact for assistance with legal problems or concerns.
5. Describe the origin, process and usefulness of laws.
6. Describe the election process in the United States.
7. Describe the structure and function of federal, state and local governments.
8. Demonstrate a working knowledge of the various legal documents which the individual needs as a member of society.
9. Identify the processes and functions of social groups as they affect government and law.
10. Demonstrate a knowledge of other cultures and their contributions to American culture.
11. Describe the effects of organized political decision-making.
12. Explain the American tax system.

OCCUPATIONAL KNOWLEDGE

GOAL: To develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interests.

OBJECTIVES:

1. Use an oral and written vocabulary related to occupational knowledge.
2. Use effective listening skills which assist in locating, obtaining and maintaining a job.
3. Demonstrate the ability to complete job application forms.
4. Demonstrate effective writing skills which assist in locating, obtaining and maintaining a job.
5. Demonstrate mathematical skills effective in locating, obtaining and maintaining a job.
6. Identify sources of information on definite jobs available in the community through the use of classified advertising.
7. Read, show comprehension of and interpret job related materials and technical directions needed in locating, obtaining and maintaining a job.
8. Demonstrate the behaviors necessary for a successful job interview.
9. Perform work in a manner safe to themselves and others.
10. Identify resources and vocational testing and counseling methods that help people discover job interests and qualifications.
11. Describe differences between being hired through commercial employment agencies, government employment agencies or directly by private employers.
12. Evaluate the effect of geographic locations on job opportunities.
13. Explain the benefits other than monetary of various occupational roles and settings.
14. Use critical thinking skills effectively in locating, obtaining and maintaining a job.
15. Demonstrate general standards of behavior that affect job success, advancement and mobility.
16. Explain ways to evaluate one's own job performance.

17. Identify and define personal occupational and career goals in terms of abilities, interests, values, education and work experiences required for various types of employment in the State of Michigan.

18. Explain the basic financial and legal aspects of employment in Michigan.

19. Assess the probability of one's attaining educational and career goals which will lead to Michigan employment.

20. State the effect of retraining, or lack of it, on employment potential.

21. Explain the resources necessary in implementing one's career plans.

22. Evaluate alternative actions for each person involved in job related conflicts.

23. Describe the relationships between an occupational role and life style.

24. Demonstrate a commitment to long term career planning along with plans for periodic assessment.

25. Explain the relationship between career change and economic security.

26. Identify various statewide occupational trends and change or redesign career plans if evaluation indicates career goals are unlikely to be met.

27. Identify the effects of life-career roles on one's self and the group to which one belongs.

HEALTH

GOAL: To insure good mental and physical health for the individual and his family.

OBJECTIVES:

1. Recognize common medical terms and abbreviations and use a working vocabulary of common health terms.
2. Demonstrate the ability to report symptoms and follow a doctor's directions in applying treatments.
3. Explain how basic safety measures can prevent accidents and injuries.
4. Demonstrate a knowledge of the basic principles of nutrition and proper diet.
5. Select medical and health facilities in Michigan that will satisfy or give assistance to particular physical or mental health needs.
6. Demonstrate how to administer basic and emergency first aid techniques and obtain assistance from proper authorities in emergency situations.
7. Demonstrate the application of good mental and physical health practices towards preventive care and health maintenance.
8. Demonstrate a knowledge of general child rearing practices that enhance the health and welfare of the child.
9. Identify the physical, psychological and emotional processes of pregnancy and prenatal care.
10. Demonstrate an understanding of alcohol and drug abuse as it relates to personal, family and societal problems.
11. Demonstrate the application of human growth and development knowledge to individual and family living.

PERSONAL DEVELOPMENT

GOAL: To develop an understanding of educational, family, personal and societal values and roles and their effects upon individuals.

OBJECTIVES:

1. Use communication skills to express ideas, information and feelings.
2. Demonstrate the ability to locate and obtain various kinds of information.
3. Demonstrate an understanding of numbers and the properties of mathematical operations.
4. Demonstrate basic map reading skills for address finding and traveling purposes.
5. Explain rights and responsibilities within the family unit environment.
6. Explain rights and responsibilities within the school environment.
7. Explain the factors that influence decision-making processes.
8. Identify alternative solutions to problem situations.
9. Explain how individual self respect can be the basis of setting personal goals.
10. Explain how feelings and logic are factors in problem solving.
11. Demonstrate the ability to actively participate in group decision-making processes.
12. Explain the relationship between personal values and family unit structures.
13. Demonstrate an understanding of value conflicts.
14. Explain the role and responsibilities of membership in common group activities.
15. Evaluate one's own educational options in terms of needs, resources and skills.
16. Explain the effect of values and beliefs on change.
17. Demonstrate an understanding of role conflicts.
18. Evaluate decisions and the effects of possible revisions of decisions.

19. Explain how to cope with changes in role or life style by using acceptable alternatives.

20. Explain opportunities for one's personal growth throughout life.

21. Identify various cultural factors that influence family roles, e.g. geographic settings, occupations, peer groups, age, government policies and role expectations.

22. Explain the advantages of cultural diversity.

23. Explain the scope of social problems and their relationships to social change.

redundant ?

A.B.E. NEEDS ASSESSMENT MEETING

MARRIOTT INN, ANN ARBOR TUESDAY, JULY 26, 1977

EVALUATION

1. Overall, I considered this meeting

EXCELLENT - 17 GOOD - 13 AVERAGE - 2 POOR

2. What one-to-three things did you like best about the meeting?

A. A chance to write questions for the assessment instrument-3 Dr. Davidson's presentation -4; Mr. Kazen's presnetation, Relaxed approach.
B. A.H. McPherson's Presentation-13; Enthusaism for task, strick attention to program schedule - Mr. Balian's presentation, Results of Advisory Council
C. Survey, Suggestions, helpfulness, exchange of ideas, mini-presentations, content, range - 11, well organized - 4

3. What one-to-three things could have been improved?

A. More Time; More time for questions & Answers after presentations, too much for one day, breaks should have been scheduled; a lot covered in too short
B. a time. Longer meeting; Explanatory comments on item writing. Clarity of goals, Develop a sense of group. A "Test blueprint" i.e, what the MDE
C. MISD hopes to learn from research could have been helpful to item writing. A prepared list of learner goals.

4. Just between you and me, I have these general comments:

Keep assessment instrument short, 1-2 pages. More time for interaction between speakers.This was worthwhile, I got good information for the program. I feel very confident that this project is going to be helpful and successful. I'm eager to work with you and see the results. Thanks, this assessment study is greatly needed. Tried to pack too much into too short a time. Good Luck! (OVER

(TEAR HERE)

OPTIONAL

5. The ABE Needs Assessment Project staff is interested in utilization of the Advisory Council in the ongoing process of this project. Please indicate if you want to participate in future item writing, planning for implementing the survey, or any other task that might benefit from the application of your experience and expertise. If so, please complete the following:

NAME: ______________________ PHONE: ______________

ORGANIZATION: ______________________

ADDRESS: ______________________

____

I AM INTERESTED IN: ______________________

____

Have a safe trip home.

Items developed for survey may (probably are) "Top of the Head" reactions, need refinement.
Needed more time for interaction between speakers. Enjoyed the whole thing.

McPherson's talk as a solid connection between society's identification of needed skills and the individuals understanding these skills on a personal level - what education (ABE and otherwise) should do but infrequently doesn't. I hope the questionnaire is designed to also identify these personal needs and assess how it can be constructively linked in ABE since this may be the last form of education many of these adults will experience.

A standarized state form for collecting statistical information on each student. This form would be key punched and computerized for tabulation

Well organized in spite of large task. This staff was very well prepared. You've done a lot of work!

S.D.E. should sponsor more meetings exclusively with ABE personnel.

I have never done item before, would like more work of this kind.

These meetings are very important for continued improvement in ABE programs.

Much questioning seemed to imply basic differences in indiviudal and statute understanding of definitions of ABE some time could have been spent on levels and variations in definition

The morning session seemed much more valuable to me than the afternoon. The meeting was well planned.

APPENDIX D

PILOT INFORMATION

TABLE OF CONTENTS

APPENDIX D

PILOT INFORMATION

Pg

1. First Generation Pilot Study

    a. Schedule . . . .
    b. Printing Needs . . . .
    c. Sub-Sampling Scheme . . . .
    d. LRC Rotation . . . .
    e. Code Information . . . .
    f. Response Information . . . .
    g. Instruments . . . .

2. Second Generation Pilot Study

    a. Schedule . . . .
    b. Instruments . . . .

3. Third Generation Pilot Study

    a. Schedule . . . .
    b. Instruments . . . .

ABE PROJECT

PILOT STUDY

For printing:

FORM	# COPIES	APX # SHEETS EACH	APX # SHEETS TOTAL
SA	60	9	540
SD	60	12	720
SE	60	9	540
SH	60	12	720
			2520

Xerox Machine:

TW - 2
TX - 2
TY - 2
TZ - 2

ABE PROJECT
PILOT STUDY DESIGN

12/7/77

MONDAY 12/12

A.M. DETROIT - 3 Sections, NF 10-20 Each

P.M. FERNDALE - 2 Sections, N 10-20 Each

TUESDAY 12/13

A.M. MACOMB - 2 Sections N 30 Each

WEDNESDAY

PORT HURON 1 Section, N 30 Each

MAXIMUM N X SECTIONS		STUDENT	TEACHER
DETROIT (30 x 3)	90	SA/SH/SE	TW/TZ/TY
FERNDALE (30 x 2)	60	SD/SH	TX/TZ
PORT HURON (30 x 2)	60	SA/SD	TW/TX
MACOMB (30 x 1)	30	SE	TY
MAXIMUM TOTAL N	240		

YIELDS: 2 Full Instrument Packages for students and teachers

STUDENTS: 2 of SA, SD, SE, SH
TEACHERS: 2 of TW, TX, TY, TZ

HOW THE 72 LRC'S BECOME 4 FORMS

A-1 First half of the 72 items 1-36

1-18 How Important. . .
19-36 How Well. . .

A-2 Second half of the 72 items 37-72

37-54 How Important. . .
55-72 How Well. . .

B-1 First half of the 72 items 1-36

FLIPPED from A-1
1-18 How Well. . .
19-36 How Important. . .

B-2 Second Half of the 72 Items 37-72

FLIPPED From A-2
37-54 How Well. . .
55-72 How Important . . .

FORMS USED IN THE PILOT

⑪ (SA) LRC A1 36
SE 25
D 15
76

⑫ (SB) NOT IN PILOT

⑬ (SC) NOT IN PILOT

⑭ (SD) LRC A2 36
A 36
D 15
87

⑮ (SE) LRC B1 36
SE 25
D 15
76

⑯ (SF) NOT IN PILOT

⑰ (SG) NOT IN PILOT

⑱ (SH) LRC B2 36
A 36
D 15
87

㉑ (TW) LRC A1 36
TC 50
OS 40
M 10
D 15
151

㉒ (TX) LRC A2 36
TC 50
OS 40
M 10
D 15
151

㉓ (TY) LRC B1 36
TC 50
OS 40
M 10
D 15
151

㉔ (TZ) LRC B2 36
TC 50
OS 40
M 10
D 15
151

522/A

Teacher's Instrument

	TA			TB			TC			TD	
LRC	A1	36	LRC	A2	36	LRC	B1	36	LRC	B2	36
TC		50	TC		50	TC		50	TC		50
OS		40	OS		40	OS		40	OS		40
M		10	M		10	M		10	M		10
D		15	D		15	D		15	D		15
		151			151			151			151

TA with SA SB packages

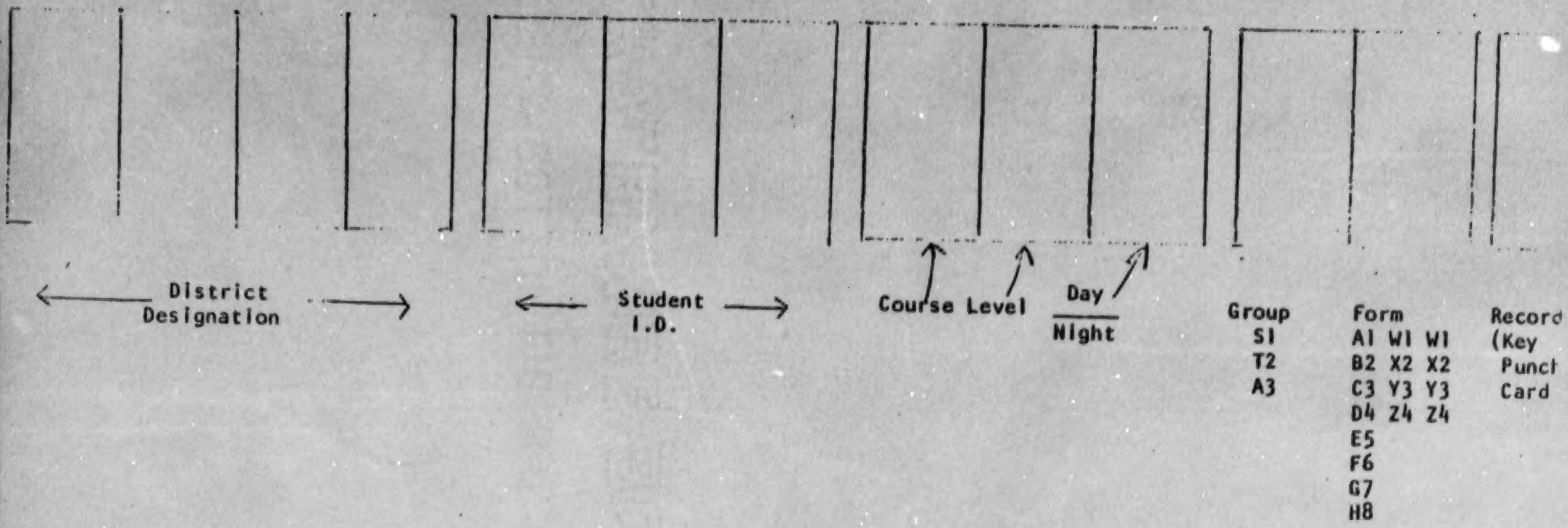
TB with SC SD packages

TC with SE SF packages

TD with SG SH packages

ABE PILOT

CODE INFORMATION


District Designation
Student I.D.
Course Level
Day
Night
Group
S1
T2
A3
Form
A1 W1 W1
B2 X2 X2
C3 Y3 Y3
D4 Z4 Z4
E5
F6
G7
H8
Record
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Punch
Card

PILOT SURVEY (Week of December 12, 1977)

DETROIT (1601)

Number of students surveyed using Form SA: 22
Number of students surveyed using Form SE: 15
Number of students surveyed using Form SH: 19

Total students surveyed: 56

Total number of students who gave their names: 48

Total number of students who answered "What one improvement . . ." question: 25

Total number of students who gave names of friends not involved in ABE: 8

FERNDALE (1102)

Number of students surveyed using Form SA: 15
Number of students surveyed using Form SD: 9

Total students surveyed: 24

Total number of students who gave their names: 20

Total number of students who answered "What one improvement . . ." question: 7

Total number of students who gave names of friends not involved in ABE: 3

WARREN CONSOLIDATED (1208)

Number of students surveyed using Form SE: 12

Total students surveyed: 12

Total number of students who gave their names: 9

Total number of students who answered "What one improvement . . ." question: 6

Total number of students who gave names of friends not involved in ABE: 1

PORT HURON (0805)

Number of students surveyed using Form SA: 11
Number of students surveyed using Form SH: 10

Total students surveyed: 21

Total number of students who gave their names: 21

Total number of students who answered "What one improvement . . ." question: 9

Total number of students who gave names of friends not involved in ABE: 5

MICHIGAN
ADULT BASIC EDUCATION
NEEDS ASSESSMENT

Teacher Form

TZ

TZ

There are no right or wrong answers. Circle the number that best shows how you feel about each question.

HOW IMPORTANT IS IT FOR YOUR STUDENTS TO BE ABLE TO:	Very Unimportant	Unimportant	Not Sure	Important	Very Important
1. Read magazines for pleasure	1	2	3	4	5
2. Order goods through the mail (examples: T.V. record offers, catalog orders).	1	2	3	4	5
3. Listen to others state their thoughts on politics	1	2	3	4	5
4. Use math on the job when employed	1	2	3	4	5
5. Accept responsibility for making decisions.	1	2	3	4	5
6. Choose a way to live your life that will bring them happiness	1	2	3	4	5
7. Read a contract or lease (examples: credit agreement or apartment lease)	1	2	3	4	5
8. Do the paperwork for a job	1	2	3	4	5
9. Understand the meaning of things they see and hear on radio and T.V.	1	2	3	4	5
10. Use a checkbook.	1	2	3	4	5
11. Decide who to vote for in an election	1	2	3	4	5
12. Cooperate with others for success at work.	1	2	3	4	5
13. Learn hobbies by reading books (example: Do-It-Yourself Books)	1	2	3	4	5
14. Fill out an insurance application (example: life insurance)	1	2	3	4	5
15. Give directions to someone using North, South, East, West	1	2	3	4	5
16. Use measuring tools on the job, when employed	1	2	3	4	5
17. Deal with changes in the world around them	1	2	3	4	5
18. Give and receive love from those they care	1	2	3	4	5

There are no right or wrong answers. Circle the number that best shows how you feel about each question.

HOW WELL CAN YOUR STUDENTS:	Can't Do At All	Can't Do Well	Not Sure	Able	Very Able
1. Read instructions on how to use a machine at work	1	2	3	4	5
2. Keep a family history	1	2	3	4	5
3. Talk to family members without arguing.	1	2	3	4	5
4. Figure out sales tax	1	2	3	4	5
5. Choose a job that is right for them	1	2	3	4	5
6. Choose what sexual behavior is right for them	1	2	3	4	5
7. Read newspapers and magazine advertisements carefully enough to spot lies	1	2	3	4	5
8. Fill out forms for financial assistance (examples: unemployment benefits, ADC)	1	2	3	4	5
9. Explain a job to a new worker, when employed	1	2	3	4	5
10. Figure out the cost of a vacation	1	2	3	4	5
11. Get help if some business cheats them	1	2	3	4	5
12. Get along with people different from them	1	2	3	4	5
13. Read books that teach new work skills (examples: repair manuals, books from a job training class).	1	2	3	4	5
14. Put their thoughts in writing	1	2	3	4	5
15. Tell repairmen what to do (examples: car mechanics, plumbers).	1	2	3	4	5
16. Use metric measurements like: meters, liters and kilometers	1	2	3	4	5
17. Get along with the boss, when employed.	1	2	3	4	5
18. Use leisure time to express their talents	1	2	3	4	5

How do you find the work in Adult Basic Education (ABE) compared to the work in K-12 education? There are no right or wrong answers. Circle the number that best shows how you feel about each question.

The work in this ABE program provides an opportunity to:	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. Learn about people's behavior.	1	2	3	4	5
2. Enlarge my knowledge	1	2	3	4	5
3. Identify my attitudes.	1	2	3	4	5
4. Get a feeling of accomplishment	1	2	3	4	5
5. Use my professional skills	1	2	3	4	5
6. Do interesting tasks.	1	2	3	4	5
7. Assume important responsibilities	1	2	3	4	5
8. Make friends with co-workers	1	2	3	4	5
9. Improve my physical well being	1	2	3	4	5
10. Improve my emotional health.	1	2	3	4	5

How do you find the students in Adult Basic Education (ABE) compared to the students in K-12 education? There are no right or wrong answers. Circle the number that best shows how you feel about each question.

The students in this ABE program:	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. Know what they want out of the program . . .	1	2	3	4	5
2. Believe ABE will help them "make it in life" . .	1	2	3	4	5
3. Find the work in ABE harder than they expected .	1	2	3	4	5
4. Are satisfied with what they get out of ABE programs	1	2	3	4	5
5. Want to keep learning all their lives	1	2	3	4	5
6. Expect to succeed in ABE.	1	2	3	4	5
7. Believe that ABE teachers like them	1	2	3	4	5
8. Have a healthy self-concept	1	2	3	4	5
9. Are cooperative and likeable people	1	2	3	4	5
10. Want ABE teachers to be as much like them as possible.	1	2	3	4	5

How do you find the administrators in Adult Basic Education (ABE) compared to administrators in K-12 education? There are no right or wrong answers. Circle the number that best shows how you feel about each question.

The administrators in my ABE program:	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. Seek out personal concerns and needs of staff	1	2	3	4	5
2. Contribute to the professional development of staff members	1	2	3	4	5
3. Respect my professional decisions	1	2	3	4	5
4. Work well with others to set realistic goals for our program	1	2	3	4	5
5. Work well with others to implement needed changes	1	2	3	4	5
6. Evaluate teaching performance fairly	1	2	3	4	5
7. Take a problem solving approach to conflict	1	2	3	4	5
8. Use appropriate decision making skills	1	2	3	4	5
9. Are happy in their work	1	2	3	4	5
10. Motivate staff through praise and recognition	1	2	3	4	5

How do you find your school district compared to other school districts that sponsor ABE programs? There are no right or wrong answers. Circle the number that best shows how you feel about each question.

The school district that sponsors this ABE program provides:	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. ABE support equal to its support of other educational programs	1	2	3	4	5
2. Teachers with an adequate wage for the work they do	1	2	3	4	5
3. Teachers with job security	1	2	3	4	5
4. Teachers with adequate fringe benefits . . .	1	2	3	4	5
5. Opportunities for promotion in ABE that make it an attractive career.	1	2	3	4	5
6. A comfortable teaching environment and adequate instructional materials	1	2	3	4	5
7. Teachers with inservice education that is relevant to their needs	1	2	3	4	5
8. Appropriate incentives for teachers to attend inservice education	1	2	3	4	5
9. Full utilization of the services of aides and paraprofessionals	1	2	3	4	5
10. Full utilization of the services of guidance and counseling personnel	1	2	3	4	5

There are no right or wrong answers. Circle the number that best shows how you feel about each question.

HOW IMPORTANT IS IT FOR ABE TEACHERS TO:	Very Unimportant	Unimportant	Not Sure	Important	Very Important
1. Interpret national, state and local objectives in adult basic education	1	2	3	4	5
2. Counsel students on personal matters	1	2	3	4	5
3. Select a curriculum based on the interests and needs of the learner.	1	2	3	4	5
4. Devise teaching strategies that will help learners develop a sense of confidence.	1	2	3	4	5
5. Choose instructional materials that are consistent with curricular goals	1	2	3	4	5
6. Give learners continuous feedback on their educational progress	1	2	3	4	5
7. Demonstrate a commitment to lifelong learning by participating in ongoing professional development	1	2	3	4	5
8. Recognize symptoms of physical defects, such as vision or hearing loss, that may account for learning problems	1	2	3	4	5
9. Choose a curriculum that will help learners become aware of their own and others needs, opinions and feelings	1	2	3	4	5
10. Construct teaching materials.	1	2	3	4	5
11. Communicate effectively with learners	1	2	3	4	5
12. Contribute to the process of program evaluation	1	2	3	4	5
13. Interpret the adult basic education program to other teachers and the community	1	2	3	4	5
14. Assess reasons for adult learners' enrollment in adult basic education programs	1	2	3	4	5

There are no right or wrong answers. Circle the number that best shows how you feel about each question.

HOW IMPORTANT IS IT FOR ABE TEACHERS TO:	Very Unimportant	Unimportant	Not Sure	Important	Very Important
15. Select a curriculum that will help the learner become a problem solver.	1	2	3	4	5
16. Reinforce positive attitudes toward learning	1	2	3	4	5
17. Select a curriculum that will help adult learners develop employability and occupational skills	1	2	3	4	5
18. State objectives in behavioral terms	1	2	3	4	5
19. Assess new developments, recent recommendations and current issues in adult education	1	2	3	4	5
20. Differentiate between teaching adults and teaching children	1	2	3	4	5
21. Select a curriculum that offers opportunities for values clarification	1	2	3	4	5
22. Use mass media for educational purposes	1	2	3	4	5
23. Determine the ways in which individuals learn most effectively.	1	2	3	4	5
24. Evaluate your own teaching effectiveness	1	2	3	4	5
25. Recognize the nature and intent of adult basic education legislation, including financing	1	2	3	4	5

There are no right or wrong answers. Circle the number that best shows how you feel about each question.

HOW WELL CAN YOU:	Can't Do At All	Can't Do Well	Not Sure	Able	Very Able
26. Plan classroom strategies based on the special needs of economically disadvantaged people in various ethnic groups	1	2	3	4	5
27. Differentiate between goals and objectives	1	2	3	4	5
28. Devise practical activities for learners to reinforce classroom instruction	1	2	3	4	5
29. Modify instruction to account for the social and psychological effects of aging	1	2	3	4	5
30. Choose tests that yield necessary data on learners	1	2	3	4	5
31. Use information from professional journals, organizations and associations	1	2	3	4	5
32. Assess learning anxieties specific to certain groups of learners.	1	2	3	4	5
33. Select a curriculum that will help adult learners in personal and family management	1	2	3	4	5
34. Work in a team teaching situation	1	2	3	4	5
35. Encourage learner participation in the classroom.	1	2	3	4	5
36. Adjust the administration and interpretation of tests according to the behavioral characteristics of adults	1	2	3	4	5
37. Select a curriculum that will help adult learners become aware of their civic and social responsibilities.	1	2	3	4	5
38. Design an individual instructional plan for each student based on the findings of diagnostic tests	1	2	3	4	5

There are no right or wrong answers. Circle the number that best shows how you feel about each question.

HOW WELL CAN YOU:	Can't Do At All	Can't Do Well	Not Sure	Able	Very Able
39. Refer learners to appropriate agencies that service social, educational and training needs . . .	1	2	3	4	5
40. Demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom	1	2	3	4	5
41. Relate information about the job market to the vocational interests of the learners	1	2	3	4	5
42. Plan instructional activities that relate community resources to the needs of learners	1	2	3	4	5
43. Select a curriculum to help adult learners develop aesthetic and humanistic appreciations . . .	1	2	3	4	5
44. Plan independent study with learners . . .	1	2	3	4	5
45. Relate instructional content to the life of learners	1	2	3	4	5
46. Select a curriculum that includes the essential elements of the communication process (speaking, listening, remembering, reading and writing)	1	2	3	4	5
47. Operate a learning laboratory	1	2	3	4	5
48. Design instructional strategies with each of the domains (cognitive, psychomotor, affective) . .	1	2	3	4	5
49. Apply principles of attitude and behavior change in the instructional process.	1	2	3	4	5
50. Adapt instructional activities for the physically handicapped	1	2	3	4	5

Listed below are characteristics of interactions between adult learners and ABE staff members. Please indicate the actual amount of each activity that occurs in ABE programs now.

IN MY ABE PROGRAM TEACHERS:	None At All	Very Little	Not Sure	A Lot	A Great Deal
1. Answer adult learners' questions.	1	2	3	4	5
2. Ask adult learners questions.	1	2	3	4	5
3. Correct adult learners' papers and keep the room neat	1	2	3	4	5
4. Use radio, T.V. and movies in class	1	2	3	4	5
5. Use machines that teach (computers)	1	2	3	4	5
6. Work with small groups of adult learners	1	2	3	4	5
7. Help adult learners practice skills	1	2	3	4	5
8. Praise adult learners for what they do in class	1	2	3	4	5
9. Let adult learners choose what they want to learn	1	2	3	4	5
10. Know how different adult learners are from younger learners and from other adults	1	2	3	4	5
11. Tell adult learners about community services	1	2	3	4	5
12. Help adult learners with personal problems	1	2	3	4	5

Listed below are characteristics of interactions between adult learners and ABE staff members. Please indicate the actual amount of each activity that occurs in ABE programs now.

IN MY ABE PROGRAM PARAPROFESSIONALS:

	None At All	Very Little	Not Sure	A Lot	A Great Deal
1. Correct adult learners' papers and keep the room neat	1	2	3	4	5
2. Work with small groups of adult learners	1	2	3	4	5
3. Help adult learners practice skills	1	2	3	4	5
4. Help adult learners with personal problems . .	1	2	3	4	5

IN MY ABE PROGRAM COUNSELORS:

	None At All	Very Little	Not Sure	A Lot	A Great Deal
1. Help adult learners plan their education	1	2	3	4	5
2. Tell adult learners about job training they can get .	1	2	3	4	5
3. Give adult learners advice about problems at work .	1	2	3	4	5
4. Help adult learners with family and money problems	1	2	3	4	5
5. Tell adult learners how to get help with money problems	1	2	3	4	5

1. What is your current position in ABE?
   (circle one)
   1. ABE teacher, part-time (less than 20 hrs. per week)
   2. ABE teacher, full-time (more than 20 hrs. per week)
   3. ABE administrator, part-time (less than 20 hrs. per week)
   4. ABE administrator, full-time (more than 20 hrs. per week)
   5. Primarily ABE teacher, part-time ABE administrator
   6. Primarily ABE administrator, part-time ABE teacher
2. What percentage (%) of your employment time is spent in ABE?
   (circle one)
   1. 0 - 20%
   2. 21 - 40%
   3. 41 - 60%
   4. 61 - 80%
   5. 81 - 100%
3. How many years of experience in ABE do you have?
   (circle one)
   1. Less than 1 year
   2. 1 year
   3. 2 years
   4. 3 years
   5. 4 years
   6. 5 years
   7. More than 5 years

4. What type of classes have you taught in the academic year 1977-78? (circle one)
    1. Adult Basic Education (ABE) only
    2. English as a Second Language (ESL) only
    3. ABE and ESL
    4. ABE and Adult Secondary Education (ASE)
    5. ABE, ESL and ASE
    6. ABE and GED preparation
    7. ABE, ASE and GED
    8. ABE, ESL, ASE and GED preparation
    9. Other (specify) ______________________________

5. If you are part-time in ABE, what is your full-time commitment? (circle one)
    1. No full-time employment
    2. Teaching elementary, (K-6)
    3. Teaching secondary, (7-12)
    4. Teaching college or university
    5. Counseling, guidance
    6. Elementary school administrator
    7. Secondary school administrator
    8. Homemaker
    9. Work outside education (business, industry, government)
    10. Other (specify) ______________________________

6. What is the highest degree you finished in regular school or college? (circle one)

   1. High school
   2. Associate degree
   3. Bachelors degree
   4. Masters (M. A., M. S., M. Ed.)
   5. Doctorate (Ph. D., Ed. D.)

7. What type of certificate do you hold? (circle all that apply)

   1. Elementary Provisional
   2. Elementary Permanent
   3. Secondary Provisional
   4. Secondary Permanent
   5. Elementary/Secondary Provisional
   6. Elementary/Secondary Permanent
   7. Elementary 30 Hour Continuing
   8. Secondary 30 Hour Continuing
   9. Elementary/Secondary 30 Hour Continuing
   10. Elementary 18 Hour Continuing
   11. Secondary 18 Hour Continuing
   12. Elementary/Secondary 18 Hour Continuing

8. List any endorsements you have on your certificate (examples: special education, 9-12 Social Studies, 7-9 English, etc.)

____

____

____

____

____

9. What year(s) were you granted your certificate(s)?

19____ 19____ 19____

10. What type of ABE training functions have you attended? (write in the number of times you have attended each function)

1. _____ Lecture, conference (one day or less)
2. _____ Workshop (2-5 days)
3. _____ Institute (5 days or more)
4. _____ College credit course
5. _____ Undergraduate degree in adult education
6. _____ Graduate degree in adult education
7. _____ Other (specify) ______________________________

11. Your most recent attendance at an ABE training function was: (circle one)

1. During past six months
2. 6 months to 1 year ago
3. More than 1 year ago
4. Have never attended an ABE training function

12. How many years have you lived in your current community (city, town, village)? (circle one)

1. 6 months - 1 year
2. 1 year - 2 years
3. 3 years - 5 years
4. 6 years - 10 years
5. 11 years or more

13. How many times have you moved in the last five years? (circle one)

1. No move in the last five years
2. 1 time
3. 2 times
4. 3 times
5. 4 times
6. 5 times or more

14. In what year were you born? 19____

15. What is your race? (circle one)

1. Latino, Hispanic
2. Black
3. White
4. Pacific Islander, Asian
5. Native American - American Indian
6. Other

16. What is your sex? (circle one)

1. Female
2. Male

Teacher Form

TW

TW

There are no right or wrong answers. Circle the number that best shows how you feel about each question.

HOW IMPORTANT IS IT FOR YOUR STUDENTS TO BE ABLE TO:	Very Unimportant	Unimportant	Not Sure	Important	Very Important
1. Read a guarantee that comes with a new T.V. or refrigerator.	1	2	3	4	5
2. Write a letter to their congressman.	1	2	3	4	5
3. Say the right thing at a job interview	1	2	3	4	5
4. Keep score in games (examples: bowling, cards)	1	2	3	4	5
5. Avoid liquor and drug problems.	1	2	3	4	5
6. Participate in our system of government	1	2	3	4	5
7. Read help wanted ads	1	2	3	4	5
8. Write a letter to a friend	1	2	3	4	5
9. Remember what a doctor tells them to do	1	2	3	4	5
10. Figure out their income tax	1	2	3	4	5
11. Decide what job training they need	1	2	3	4	5
12. Decide what to believe in (examples: religions, superstitions)	1	2	3	4	5
13. Find out what is in food they eat by reading food packages	1	2	3	4	5
14. Fill out voter registration forms.	1	2	3	4	5
15. Tell their ideas during a meeting at work	1	2	3	4	5
16. Use measuring tools (examples: tape measure, scale, thermometer)	1	2	3	4	5
17. Help the family through hard times (examples: serious illness, death of a loved one)	1	2	3	4	5
18. Do what is necessary to save energy.	1	2	3	4	5

There are no right or wrong answers. Circle the number that best shows how you feel about each question.

HOW WELL CAN YOUR STUDENTS:	Can't Do At All	Can't Do Well	Not Sure	Able	Very Able
1. Read a newspaper to learn about what is going on in the world	1	2	3	4	5
2. Fill in the spaces on a job application . . .	1	2	3	4	5
3. Ask community helpers for things they want (examples: librarians, teachers)	1	2	3	4	5
4. Figure out a budget	1	2	3	4	5
5. Get help with a problem	1	2	3	4	5
6. Enjoy their work when they are employed . .	1	2	3	4	5
7. Read a book for fun	1	2	3	4	5
8. Fill out forms at a health clinic	1	2	3	4	5
9. Discuss their problems with social workers .	1	2	3	4	5
10. Understand what their paycheck deductions mean	1	2	3	4	5
11. Feel good about themselves	1	2	3	4	5
12. Decide how they feel about birth control or abortion	1	2	3	4	5
13. Read how to use a voting machine or a paper ballot	1	2	3	4	5
14. Fill out workmen's compensation forms in case they are injured on the job	1	2	3	4	5
15. Talk about feelings and ideas to friends . .	1	2	3	4	5
16. Figure out the best buys when shopping . .	1	2	3	4	5
17. Protect their legal rights if arrested or sued .	1	2	3	4	5
18. Protect themselves against unfairness at work	1	2	3	4	5

How do you find the work in Adult Basic Education (ABE) compared to the work in K-12 education? There are no right or wrong answers. Circle the number that best shows how you feel about each question.

The work in this ABE program provides an opportunity to:	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. Learn about people's behavior.	1	2	3	4	5
2. Enlarge my knowledge	1	2	3	4	5
3. Identify my attitudes.	1	2	3	4	5
4. Get a feeling of accomplishment	1	2	3	4	5
5. Use my professional skills	1	2	3	4	5
6. Do interesting tasks.	1	2	3	4	5
7. Assume important responsibilities	1	2	3	4	5
8. Make friends with co-workers	1	2	3	4	5
9. Improve my physical well being	1	2	3	4	5
10. Improve my emotional health.	1	2	3	4	5

How do you find the students in Adult Basic Education (ABE) compared to the students in K-12 education? There are no right or wrong answers. Circle the number that best shows how you feel about each question.

The students in this ABE program:	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. Know what they want out of the program . . .	1	2	3	4	5
2. Believe ABE will help them "make it in life" . .	1	2	3	4	5
3. Find the work in ABE harder than they expected .	1	2	3	4	5
4. Are satisfied with what they get out of ABE programs	1	2	3	4	5
5. Want to keep learning all their lives	1	2	3	4	5
6. Expect to succeed in ABE.	1	2	3	4	5
7. Believe that ABE teachers like them	1	2	3	4	5
8. Have a healthy self-concept	1	2	3	4	5
9. Are cooperative and likeable people	1	2	3	4	5
10. Want ABE teachers to be as much like them as possible.	1	2	3	4	5

How do you find the administrators in Adult Basic Education (ABE) compared to administrators in K-12 education? There are no right or wrong answers. Circle the number that best shows how you feel about each question.

The administrators in my ABE program:	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. Seek out personal concerns and needs of staff. .	1	2	3	4	5
2. Contribute to the professional development of staff members	1	2	3	4	5
3. Respect my professional decisions	1	2	3	4	5
4. Work well with others to set realistic goals for our program	1	2	3	4	5
5. Work well with others to implement needed changes	1	2	3	4	5
6. Evaluate teaching performance fairly	1	2	3	4	5
7. Take a problem solving approach to conflict . .	1	2	3	4	5
8. Use appropriate decision making skills . . .	1	2	3	4	5
9. Are happy in their work	1	2	3	4	5
10. Motivate staff through praise and recognition . .	1	2	3	4	5

How do you find your school district compared to other school districts that sponsor ABE programs? There are no right or wrong answers. Circle the number that best shows how you feel about each question.

The school district that sponsors this ABE program provides:	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. ABE support equal to its support of other educational programs	1	2	3	4	5
2. Teachers with an adequate wage for the work they do	1	2	3	4	5
3. Teachers with job security	1	2	3	4	5
4. Teachers with adequate fringe benefits . . .	1	2	3	4	5
5. Opportunities for promotion in ABE that make it an attractive career.	1	2	3	4	5
6. A comfortable teaching environment and adequate instructional materials	1	2	3	4	5
7. Teachers with inservice education that is relevant to their needs	1	2	3	4	5
8. Appropriate incentives for teachers to attend inservice education	1	2	3	4	5
9. Full utilization of the services of aides and paraprofessionals	1	2	3	4	5
10. Full utilization of the services of guidance and counseling personnel	1	2	3	4	5

There are no right or wrong answers. Circle the number that best shows how you feel about each question.

HOW IMPORTANT IS IT FOR ABE TEACHERS TO:	Very Unimportant	Unimportant	Not Sure	Important	Very Important
1. Interpret national, state and local objectives in adult basic education	1	2	3	4	5
2. Counsel students on personal matters	1	2	3	4	5
3. Select a curriculum based on the interests and needs of the learner.	1	2	3	4	5
4. Devise teaching strategies that will help learners develop a sense of confidence.	1	2	3	4	5
5. Choose instructional materials that are consistent with curricular goals	1	2	3	4	5
6. Give learners continuous feedback on their educational progress	1	2	3	4	5
7. Demonstrate a commitment to lifelong learning by participating in ongoing professional development .	1	2	3	4	5
8. Recognize symptoms of physical defects, such as vision or hearing loss, that may account for learning problems	1	2	3	4	5
9. Choose a curriculum that will help learners become aware of their own and others needs, opinions and feelings	1	2	3	4	5
10. Construct teaching materials.	1	2	3	4	5
11. Communicate effectively with learners	1	2	3	4	5
12. Contribute to the process of program evaluation .	1	2	3	4	5
13. Interpret the adult basic education program to other teachers and the community	1	2	3	4	5
14. Assess reasons for adult learners' enrollment in adult basic education programs	1	2	3	4	5

There are no right or wrong answers. Circle the number that best shows how you feel about each question.

HOW IMPORTANT IS IT FOR ABE TEACHERS TO:	Very Unimportant	Unimportant	Not Sure	Important	Very Important
15. Select a curriculum that will help the learner become a problem solver	1	2	3	4	5
16. Reinforce positive attitudes toward learning . .	1	2	3	4	5
17. Select a curriculum that will help adult learners develop employability and occupational skills . .	1	2	3	4	5
18. State objectives in behavioral terms	1	2	3	4	5
19. Assess new developments, recent recommendations and current issues in adult education .	1	2	3	4	5
20. Differentiate between teaching adults and teaching children	1	2	3	4	5
21. Select a curriculum that offers opportunities for values clarification	1	2	3	4	5
22. Use mass media for educational purposes . .	1	2	3	4	5
23. Determine the ways in which individuals learn most effectively.	1	2	3	4	5
24. Evaluate your own teaching effectiveness . .	1	2	3	4	5
25. Recognize the nature and intent of adult basic education legislation, including financing . .	1	2	3	4	5

There are no right or wrong answers. Circle the number that best shows how you feel about each question.

HOW WELL CAN YOU:	Can't Do At All	Can't Do Well	Not Sure	Able	Very Able
26. Plan classroom strategies based on the special needs of economically disadvantaged people in various ethnic groups	1	2	3	4	5
27. Differentiate between goals and objectives	1	2	3	4	5
28. Devise practical activities for learners to reinforce classroom instruction	1	2	3	4	5
29. Modify instruction to account for the social and psychological effects of aging	1	2	3	4	5
30. Choose tests that yield necessary data on learners	1	2	3	4	5
31. Use information from professional journals, organizations and associations	1	2	3	4	5
32. Assess learning anxieties specific to certain groups of learners.	1	2	3	4	5
33. Select a curriculum that will help adult learners in personal and family management	1	2	3	4	5
34. Work in a team teaching situation	1	2	3	4	5
35. Encourage learner participation in the classroom.	1	2	3	4	5
36. Adjust the administration and interpretation of tests according to the behavioral characteristics of adults	1	2	3	4	5
37. Select a curriculum that will help adult learners become aware of their civic and social responsibilities.	1	2	3	4	5
38. Design an individual instructional plan for each student based on the findings of diagnostic tests	1	2	3	4	5

There are no right or wrong answers. Circle the number that best shows how you feel about each question.

HOW WELL CAN YOU:	Can't Do At All	Can't Do Well	Not Sure	Able	Very Able
39. Refer learners to appropriate agencies that service social, educational and training needs	1	2	3	4	5
40. Demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom	1	2	3	4	5
41. Relate information about the job market to the vocational interests of the learners	1	2	3	4	5
42. Plan instructional activities that relate community resources to the needs of learners	1	2	3	4	5
43. Select a curriculum to help adult learners develop aesthetic and humanistic appreciations	1	2	3	4	5
44. Plan independent study with learners	1	2	3	4	5
45. Relate instructional content to the life of learners	1	2	3	4	5
46. Select a curriculum that includes the essential elements of the communication process (speaking, listening, remembering, reading and writing)	1	2	3	4	5
47. Operate a learning laboratory	1	2	3	4	5
48. Design instructional strategies with each of the domains (cognitive, psychomotor, affective)	1	2	3	4	5
49. Apply principles of attitude and behavior change in the instructional process.	1	2	3	4	5
50. Adapt instructional activities for the physically handicapped	1	2	3	4	5

Listed below are characteristics of interactions between adult learners and ABE staff members. Please indicate the actual amount of each activity that occurs in ABE programs now.

IN MY ABE PROGRAM TEACHERS:	None At All	Very Little	Not Sure	A Lot	A Great Deal
1. Answer adult learners' questions.	1	2	3	4	5
2. Ask adult learners questions.	1	2	3	4	5
3. Correct adult learners' papers and keep the room neat	1	2	3	4	5
4. Use radio, T. V. and movies in class	1	2	3	4	5
5. Use machines that teach (computers)	1	2	3	4	5
6. Work with small groups of adult learners	1	2	3	4	5
7. Help adult learners practice skills	1	2	3	4	5
8. Praise adult learners for what they do in class	1	2	3	4	5
9. Let adult learners choose what they want to learn	1	2	3	4	5
10. Know how different adult learners are from younger learners and from other adults	1	2	3	4	5
11. Tell adult learners about community services	1	2	3	4	5
12. Help adult learners with personal problems	1	2	3	4	5

Listed below are characteristics of interactions between adult learners and ABE staff members. Please indicate the actual amount of each activity that occurs in ABE programs now.

IN MY ABE PROGRAM PARAPROFESSIONALS:	None At All	Very Little	Not Sure	A Lot	A Great Deal
1. Correct adult learners' papers and keep the room neat	1	2	3	4	5
2. Work with small groups of adult learners	1	2	3	4	5
3. Help adult learners practice skills	1	2	3	4	5
4. Help adult learners with personal problems . .	1	2	3	4	5

IN MY ABE PROGRAM COUNSELORS:					
1. Help adult learners plan their education	1	2	3	4	5
2. Tell adult learners about job training they can get .	1	2	3	4	5
3. Give adult learners advice about problems at work .	1	2	3	4	5
4. Help adult learners with family and money problems	1	2	3	4	5
5. Tell adult learners how to get help with money problems	1	2	3	4	5

1. What is your current position in ABE?
(circle one)

   1. ABE teacher, part-time (less than 20 hrs. per week)
   2. ABE teacher, full-time (more than 20 hrs. per week)
   3. ABE administrator, part-time (less than 20 hrs. per week)
   4. ABE administrator, full-time (more than 20 hrs. per week)
   5. Primarily ABE teacher, part-time ABE administrator
   6. Primarily ABE administrator, part-time ABE teacher

2. What percentage (%) of your employment time is spent in ABE?
(circle one)

   1. 0 - 20%
   2. 21 - 40%
   3. 41 - 60%
   4. 61 - 80%
   5. 81 - 100%

3. How many years of experience in ABE do you have?
(circle one)

   1. Less than 1 year
   2. 1 year
   3. 2 years
   4. 3 years
   5. 4 years
   6. 5 years
   7. More than 5 years

4. What type of classes have you taught in the academic year 1977-78? (circle one)

    1. Adult Basic Education (ABE) only
    2. English as a Second Language (ESL) only
    3. ABE and ESL
    4. ABE and Adult Secondary Education (ASE)
    5. ABE, ESL and ASE
    6. ABE and GED preparation
    7. ABE, ASE and GED
    8. ABE, ESL, ASE and GED preparation
    9. Other (specify) ________________________________

5. If you are part-time in ABE, what is your full-time commitment? (circle one)

    1. No full-time employment
    2. Teaching elementary, (K-6)
    3. Teaching secondary, (7-12)
    4. Teaching college or university
    5. Counseling, guidance
    6. Elementary school administrator
    7. Secondary school administrator
    8. Homemaker
    9. Work outside education (business, industry, government)
    10. Other (specify) ________________________________

6. What is the highest degree you finished in regular school or college? (circle one)
    1. High school
    2. Associate degree
    3. Bachelors degree
    4. Masters (M. A., M. S., M. Ed.)
    5. Doctorate (Ph. D., Ed. D.)
7. What type of certificate do you hold? (circle all that apply)
    1. Elementary Provisional
    2. Elementary Permanent
    3. Secondary Provisional
    4. Secondary Permanent
    5. Elementary/Secondary Provisional
    6. Elementary/Secondary Permanent
    7. Elementary 30 Hour Continuing
    8. Secondary 30 Hour Continuing
    9. Elementary/Secondary 30 Hour Continuing
    10. Elementary 18 Hour Continuing
    11. Secondary 18 Hour Continuing
    12. Elementary/Secondary 18 Hour Continuing

8. List any endorsements you have on your certificate (examples: special education, 9-12 Social Studies, 7-9 English, etc.)

____

____

____

____

____

9. What year(s) were you granted your certificate(s)?

19____ 19____ 19____

10. What type of ABE training functions have you attended? (write in the number of times you have attended each function)

1. _____ Lecture, conference (one day or less)
2. _____ Workshop (2-5 days)
3. _____ Institute (5 days or more)
4. _____ College credit course
5. _____ Undergraduate degree in adult education
6. _____ Graduate degree in adult education
7. _____ Other (specify) ______________________________

11. Your most recent attendance at an ABE training function was: (circle one)

1. During past six months
2. 6 months to 1 year ago
3. More than 1 year ago
4. Have never attended an ABE training function

12. How many years have you lived in your current community (city, town, village)? (circle one)

1. 6 months - 1 year
2. 1 year - 2 years
3. 3 years - 5 years
4. 6 years - 10 years
5. 11 years or more

13. How many times have you moved in the last five years? (circle one)

1. No move in the last five years
2. 1 time
3. 2 times
4. 3 times
5. 4 times
6. 5 times or more

14. In what year were you born? 19_____

15. What is your race? (circle one)

1. Latino, Hispanic
2. Black
3. White
4. Pacific Islander, Asian
5. Native American - American Indian
6. Other

16. What is your sex? (circle one)

1. Female
2. Male

MICHIGAN
ADULT BASIC EDUCATION
NEEDS ASSESSMENT

Student Form

SA

TEACHER INSTRUCTIONS

FOR ADMINISTRATING THE

MICHIGAN
ADULT BASIC EDUCATION
NEEDS ASSESSMENT

To insure scientific accuracy in administering this survey, it is important that the following instructions are followed exactly. Thank you for your cooperation.

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Read to Class:

TODAY WE ARE ALL GOING TO TAKE PART IN AN INTERESTING STUDENT SURVEY. IT IS NOT A TEST. THERE ARE NO RIGHT OR WRONG ANSWERS. YOUR FEELINGS ABOUT THIS ADULT EDUCATION PROGRAM ARE IMPORTANT TO PEOPLE WHO WANT TO IMPROVE THEM FOR YOU. YOUR ANSWERS IN THIS SURVEY CAN HELP THEM MAKE YOUR PROGRAM BETTER FOR YOU. THAT IS THE PURPOSE OF THIS SURVEY.

DO NOT START THE QUESTIONS ON YOUR OWN. IT IS IMPORTANT THAT WE ALL GO THROUGH THEM TOGETHER. I THINK YOU WILL FIND THIS FUN AND INTERESTING.

TURN TO PAGE 1, NOW. YOU WILL SEE A LARGE 1 IN THE LOWER RIGHT HAND CORNER OF THE PAGE.

(Pause; if someone does not have a page 1, destroy their survey form and give them a new one; look around the classroom the best you can and see if everyone has turned to page 1.)

WE WILL GO THROUGH THE QUESTIONS TOGETHER. PLEASE DO NOT START YET. WE ARE ALL NOW ON PAGE 1.

There are no right or wrong answers. Circle the number that best shows how you feel about each question. YOU WILL CIRCLE ONLY ONE NUMBER THAT SHOWS HOW YOU FEEL. ON THE RIGHT SIDE OF THE PAGE YOU WILL SEE THESE NUMBERS. THEY GO FROM 1 TO 5. AS I READ EACH QUESTION, CIRCLE THE NUMBER THAT BEST SHOWS HOW YOU FEEL ABOUT THAT QUESTION.. CIRCLE NO. 1 IF THE ITEM IS VERY UNIMPORTANT TO YOU. CIRCLE NO.2 IF THE ITEM IS UNIMPORTANT TO YOU. CIRCLE NO. 3 IF YOU ARE NOT SURE WHETHER THE ITEM IS UNIMPORTANT OR IMPORTANT TO YOU. CIRCLE NO. 4 IF THE ITEM IS IMPORTANT TO YOU. CIRLCE NO. 5 IF THE ITEM IS VERY IMPORTANT TO YOU. NOW LET'S START! REMEMBER, ONLY 1 ANSWER TO EACH QUESTION.

HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:	Very Unimportant	Unimportant	Not Sure	Important	Very Important
1. Read a guarantee that comes with a new T. V. or refrigerator	1	2	3	4	5
2. Write a letter to your congressman.	1	2	3	4	5
3. Say the right thing at a job interview	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
4. Keep score in games (examples: bowling, cards)	1	2	3	4	5
5. Avoid liquor and drug problems	1	2	3	4	5
6. Participate in our system of government	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
7. Read help wanted ads	1	2	3	4	5
8. Write a letter to a friend	1	2	3	4	5
9. Remember what a doctor tells you to do.	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
10. Figure out your income tax	1	2	3	4	5
11. Decide what job training you need	1	2	3	4	5
12. Decide what to believe in (examples: religions, superstitions)	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
13. Find out what is in food you eat by reading food packages.	1	2	3	4	5
14. Fill out voter registration forms	1	2	3	4	5
15. Tell your ideas during a meeting at work	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
16. Use measuring tools (examples: tape measure, scale, thermometer).	1	2	3	4	5
17. Help the family through hard times (examples: serious illness, death of a loved one)	1	2	3	4	5
18. Do what is necessary to save energy	1	2	3	4	5

NOW TURN TO PAGE 2. YOU WILL SEE A LARGE 2 IN THE BOTTOM RIGHT HAND CORNER

There are no right or wrong answers. Circle the number that best shows how you feel about each question. YOU WILL CIRCLE ONLY ONE NUMBER THAT SHOWS HOW YOU FEEL. ON THE RIGHT SIDE OF THE PAGE YOU WILL SEE THESE NUMBERS. THEY GO FROM 1 TO 5. AS I READ EACH QUESTION, CIRCLE THE NUMBER THAT BEST SHOWS HOW WELL YOU CAN DO THAT ITEM. CIRCLE NO. 1 IF YOU CAN'T DO IT AT ALL. CIRCLE NO. 2 IF YOU CAN'T DO IT WELL. CIRCLE NO. 3 IF YOU ARE NOT SURE WHETHER YOU CAN DO IT OR NOT. CIRCLE NO. 4 IF YOU ARE ABLE TO DO IT. CIRCLE NO. 5 IF YOU ARE ABLE TO DO IT WELL. NOW LET'S START! REMEMBER, ONLY 1 ANSWER TO EACH QUESTION.

HOW WELL CAN YOU:	Can't Do At All	Can't Do Well	Not Sure	Able	Very Able
1. Read a newspaper to learn about what is going on in the world	1	2	3	4	5
2. Fill in the spaces on a job application	1	2	3	4	5
3. Ask community helpers for things you want (examples: librarians, teachers)	1	2	3	4	5
HOW WELL CAN YOU:					
4. Figure out a budget	1	2	3	4	5
5. Get help with a problem	1	2	3	4	5
6. Enjoy your work when you are employed	1	2	3	4	5
HOW WELL CAN YOU:					
7. Read a book for fun	1	2	3	4	5
8. Fill out forms at a health clinic	1	2	3	4	5
9. Discuss your problems with social workers	1	2	3	4	5
HOW WELL CAN YOU:					
10. Understand what your paycheck deductions mean	1	2	3	4	5
11. Feel good about yourself	1	2	3	4	5
12. Decide how you feel about birth control or abortion	1	2	3	4	5
HOW WELL CAN YOU:					
13. Read how to use a voting machine or a paper ballot	1	2	3	4	5
14. Fill out workmen's compensation forms in case you are injured on the job.	1	2	3	4	5
15. Talk about feelings and ideas to friends	1	2	3	4	5
HOW WELL CAN YOU:					
16. Figure out the best buys when shopping	1	2	3	4	5
17. Protect your legal rights if arrested or sued	1	2	3	4	5
18. Protect yourself against unfairness at work.	1	2	3	4	5

NOW TURN TO PAGE 3. YOU WILL SEE A LARGE 3 IN THE BOTTOM RIGHT HAND CORNER.

There are no right or wrong answers. Circle the number that best shows how you feel about each idea.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I feel that I'm a person of worth, at least on an equal basis with others	1	2	3	4
2. I feel that I have a number of good qualities	1	2	3	4
3. All in all, I am inclined to feel that I am a failure . .	1	2	3	4
4. I am able to do things as well as most other people . .	1	2	3	4
5. I feel I do not have much to be proud of	1	2	3	4
6. I take a positive attitude toward myself	1	2	3	4
7. On the whole, I am satisfied with myself	1	2	3	4
8. I wish I could have more respect for myself	1	2	3	4
9. I certainly feel useless at times	1	2	3	4
10. At times I think I am no good at all	1	2	3	4

(53) ☐☐☐☐ ☐☐☐ ☐☐☐ ☐☐ ☐ (63)

NOW, A FEW MORE QUESTIONS ABOUT YOURSELF.

1 How long have you been enrolled in this adult education program? (circle one)
(Read all responses to the class)

1. Less than one month
2. 1-2 months
3. 3-4 months
4. 5-6 months
5. 6-7 months
6. 7-8 months
7. 9-10 months
8. 11-12 months
9. More than one year

2 In the past have you ever started an adult education class and then dropped out? (circle one) (Read all responses to the class)

1. Yes
2. No

3 If yes, how long ago was it? (circle one) (Read all responses to the class)

1. 0-6 months ago
2. 7-12 months ago
3. 1-2 years ago
4. 3-5 years ago
5. 5-10 years ago
6. 10 years or more

4 Will you stop getting money from some agency if you stop coming to adult education classes? (circle one) (Read all responses to the class)

1. Yes
2. No

5 In your opinion, are you the head of your house? (Read all responses to the class)

1. Yes
2. No
3. Equally shared responsibility

NOW TURN TO PAGE 5. YOU WILL SEE A LARGE 5 IN THE BOTTOM RIGHT HAND CORNER.

6 How many years have you lived in your current community (city, town, village)? (circle one) (Read all responses to the class.)

1. 6 months - 1 year
2. 1 year - 2 years
3. 3 years - 5 years
4. 6 years - 10 years
5. 11 years or more

7 How many times have you moved in the past five years? (circle one)
(Read all responses to the class)

1. No move in the last five years
2. One time
3. Two times
4. Three times
5. Four times
6. Five times or more

8 What is the highest grade you finished in school? (circle one)
(Read all responses to the class)

1. No school at all
2. Grade 1 or 2
3. Grade 3 or 4
4. Grade 5 or 6
5. Grade 7 or 8
6. Grade 9 or 10
7. Grade 11 or 12
8. More than 12 years of school

9 What is your sex? (circle one) (Read all responses to the class)

1. Female
2. Male

NOW TURN TO PAGE 6. YOU WILL SEE A LARGE 6 IN THE BOTTOM RIGHT HAND CORNER.

BEFORE YOU ANSWER THIS QUESTION, WE WILL READ THE QUESTION TOGETHER.

10 Which of the following programs if any, sent you to your adult education classes? (circle all that apply) ON THIS QUESTION, YOU MAY CIRCLE MORE THAN ONE ANSWER

(Read all responses to the class before students begin marking their responses.)

1. Michigan Employment Security Commission
2. Department of Social Services
3. W. I. N.
4. C. E. T. A.
5. Model Cities Project
6. Secretary of State's Office
7. Union Apprentice Program
8. Regular Day School
9. Veteran's Administration
10. State of Michigan Training School
11. Michigan Department of Vocational Rehabilitation
12. Probation Officer of a court
13. Other, write in: ______________________________

11 What is your race? (circle one) (Read all responses to the class)

1. Latino, Hispanic
2. Black
3. White
4. Pacific Islander, Asian
5. Native American - American Indian
6. Other

12 In what year were you born? 19_______

(Students should fill in, on the line, the last two numbers of their year of birth)

NOW TURN TO PAGE 7. YOU WILL SEE A LARGE 7 IN THE BOTTOM RIGHT HAND CORNER.

570 ~~5~~6

13. As of today, what is your working status? (circle one) (Read all responses to the class)

1. Employed full-time (35 hours or more per week)
2. Employed part-time (less than 35 hours per week)
3. Unemployed
4. Retired
5. Other, write in: ______________________________

14 If you are not working, how long has it been since you worked? (circle one) (Read all responses to the class)

1. I have never worked
2. Less than 3 months ago
3. 4-6 months ago
4. 6-12 months ago
5. 1-2 years ago
6. More than 3 years ago

15 Where do you get most of your money from? (circle ONLY ONE) (Read all responses to the class)

1. Your own work
2. Your spouse's work
3. ADC (Aid to Dependent Children)
4. Alimony/child support, not ADC
5. Welfare (including General Assistance)
6. Unemployment Compensation
7. Social Security Administration
8. Workmen's Compensation
9. Veteran's Administration
10. Aid to the Blind/Aid to the Disabled or Supplemental Security Income
11. Your grown child's income
12. A non-related adult
13. Other, write in: ______________________________

NOW YOU WILL TURN TO PAGE 8. YOU WILL SEE A LARGE 8 IN THE BOTTOM RIGHT HAND CORNER.

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs. We need to have your name, address and telephone number only for our office records. No one in your school will know what your answers are, NEITHER WILL I.

Name: ____________________

Address: ____________________

Telephone: ____________________

You don't have to answer these two questions if you don't want to:

1. What one improvement would you make in your adult education program?

(Allow students two to three minutes to answer this question. If no one is writing, continue to the next question. Use your own good judgment.)

____

____

____

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____

2. It would help us plan better adult education programs if we could ask more people what they want. Would you please give the names, addresses and telephone numbers of two adults you know who might benefit from adult education but are not now involved in classes. (Allow students up to three minutes to answer this question. If no one is writing, conclude the survey with read statement below to the class.)

Name: ____________________

Address: ____________________

Telephone: ____________________

Name: ____________________

Address: ____________________

Telephone: ____________________

I WANT TO
THANK YOU FOR TAKING PART IN THIS IMPORTANT SURVEY. NOW WE CAN TAKE A BREAK!

MICHIGAN
ADULT BASIC EDUCATION
NEEDS ASSESSMENT

Student Form

SD

TEACHER INSTRUCTIONS

FOR ADMINISTRATING THE

MICHIGAN
ADULT BASIC EDUCATION
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HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:	Very Unimportant	Unimportant	Not Sure	Important	Very Important
1. Read instructions on how to use a machine at work	1	2	3	4	5
2. Keep a family history	1	2	3	4	5
3. Talk to family members without arguing . .	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
4. Figure out sales tax	1	2	3	4	5
5. Choose a job that is right for you	1	2	3	4	5
6. Choose what sexual behavior is right for you .	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
7. Read newspapers and magazine advertisements carefully enough to spot lies	1	2	3	4	5
8. Fill out forms for financial assistance (examples: unemployment benefits, ADC) . .	1	2	3	4	5
9. Explain a job to a new worker, when employed .	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
10. Figure out the cost of a vacation	1	2	3	4	5
11. Get help if some business cheats you	1	2	3	4	5
12. Get along with people different from you . .	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
13. Read books that teach new work skills (examples: repair manuals, books from a job training class)	1	2	3	4	5
14. Put your thoughts in writing	1	2	3	4	5
15. Tell repairmen what to do (examples: car mechanics, plumbers)	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
16. Use metric measurements like: meters, liters and kilometers	1	2	3	4	5
17. Get along with the boss, when employed . .	1	2	3	4	5
18. Use leisure time to express your talents . .	1	2	3	4	5

NOW TURN TO PAGE 2. YOU WILL SEE A LARGE 2 IN THE BOTTOM RIGHT HAND CORNER

There are no right or wrong answers. Circle the number that best shows how you feel about each question. YOU WILL CIRCLE ONLY ONE NUMBER THAT SHOWS HOW YOU FEEL. ON THE RIGHT SIDE OF THE PAGE YOU WILL SEE THESE NUMBERS. THEY GO FROM 1 TO 5. AS I READ EACH QUESTION, CIRCLE THE NUMBER THAT BEST SHOWS HOW WELL YOU CAN DO THAT ITEM. CIRCLE NO. 1 IF YOU CAN'T DO IT AT ALL. CIRCLE NO. 2 IF YOU CAN'T DO IT WELL. CIRCLE NO. 3 IF YOU ARE NOT SURE WHETHER YOU CAN DO IT OR NOT. CIRCLE NO. 4 IF YOU ARE ABLE TO DO IT. CIRCLE NO. 5 IF YOU ARE ABLE TO DO IT WELL. NOW LET'S START! REMEMBER, ONLY 1 ANSWER TO EACH QUESTI

HOW WELL CAN YOU:	Can't Do At All	Can't Do Well	Not Sure	Able	Very Able
1. Read magazines for pleasure	1	2	3	4	5
2. Order goods through the mail (examples: T.V. record offers, catalog orders).	1	2	3	4	5
3. Listen to others state their thoughts on politics	1	2	3	4	5
HOW WELL CAN YOU:					
4. Use math on the job when employed	1	2	3	4	5
5. Accept responsibility for making decisions	1	2	3	4	5
6. Choose a way to live your life that will bring you happiness	1	2	3	4	5
HOW WELL CAN YOU:					
7. Read a contract or lease (examples: credit agreement or apartment lease).	1	2	3	4	5
8. Do the paperwork for a job.	1	2	3	4	5
9. Understand the meaning of things you see and hear on radio and T.V.	1	2	3	4	5
HOW WELL CAN YOU:					
10. Use a checkbook	1	2	3	4	5
11. Decide who to vote for in an election	1	2	3	4	5
12. Cooperate with others for success at work	1	2	3	4	5
HOW WELL CAN YOU:					
13. Learn hobbies by reading books (examples: Do-It-Yourself Books).	1	2	3	4	5
14. Fill out an insurance application (examples: life insurance	1	2	3	4	5
15. Give directions to someone using North, South, East, West	1	2	3	4	5
HOW WELL CAN YOU:					
16. Use measuring tools on the job, when employed.	1	2	3	4	5
17. Deal with changes in the world around you.	1	2	3	4	5
18. Give and receive love from those you care about.	1	2	3	4	5

There are no right or wrong answers. Please circle the number that best shows how you feel about each question. CIRCLE ONE NUMBER FOR EACH QUESTION.
MARK THE ANSWERS AS YOU DID BEFORE IN THE OTHER PARTS.

Very Unimportant
Unimportant
Not Sure
Important
Very Important

HOW IMPORTANT IS IT THAT TEACHERS:

1. Answer your questions 1 2 3 4 5
2. Ask you questions 1 2 3 4 5
3. Correct your papers and keep the room neat . 1 2 3 4 5

HOW IMPORTANT IS IT THAT TEACHERS:

4. Use radio, T.V. and movies in class . . . 1 2 3 4 5
5. Use machines that teach (computers) . . . 1 2 3 4 5
6. Work with small groups of adult learners . . 1 2 3 4 5

HOW IMPORTANT IS IT THAT TEACHERS:

7. Help you practice skills 1 2 3 4 5
8. Praise you for what you do in class 1 2 3 4 5
9. Let you choose what you want to learn . . . 1 2 3 4 5

HOW IMPORTANT IS IT THAT TEACHERS:

10. Know how different you are from younger learners and from other adults 1 2 3 4 5
11. Tell you about community services. 1 2 3 4 5
12. Help you with personal problems 1 2 3 4 5

HOW IMPORTANT IS IT THAT TEACHER HELPERS:

1. Correct your papers and keep the room neat . 1 2 3 4 5
2. Work with small groups of adult learners . . 1 2 3 4 5

HOW IMPORTANT IS IT THAT TEACHER HELPERS:

3. Help you practice skills 1 2 3 4 5
4. Help you with personal problems 1 2 3 4 5

HOW IMPORTANT IS IT THAT COUNSELORS:

1. Help you plan your education 1 2 3 4 5
2. Tell you about job training you can get . . . 1 2 3 4 5
3. Give you advice about problems at work. . . 1 2 3 4 5

HOW IMPORTANT IS IT THAT COUNSELORS:

4. Help you with family problems 1 2 3 4 5
5. Tell how you can get help if you need money . 1 2 3 4 5

ANSWER THESE QUESTIONS EXACTLY AS WE HAVE DONE THE OTHERS, SO FAR. REMEMBER, CIRCLE ONLY ONE NUMBER FOR EACH QUESTION.

There are no right or wrong answers. Please circle the number that bes tells how you feel about each idea.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I know what I want out of this adult education program	1	2	3	4	5
2. Adult education will help me "make it in life"	1	2	3	4	5
3. I like teachers near the same age that I am.	1	2	3	4	5
4. The work in this adult education program is harder than I expected	1	2	3	4	5
5. I am satisfied with what I get out of this adult education program	1	2	3	4	5
6. I like teachers the same sex that I am	1	2	3	4	5
7. It is important that I keep learning all of my life	1	2	3	4	5
8. I expect to succeed in this adult education program	1	2	3	4	5
9. I like teachers the same race that I am.	1	2	3	4	5
10. Adult education teachers seem happy in their work.	1	2	3	4	5
11. I am proud of my school work	1	2	3	4	5
12. Adult education teachers like adult learners	1	2	3	4	5

NOW TURN TO PAGE 5. YOU WILL SEE A LARGE 5 IN THE BOTTOM RIGHT HAND CORNER.

NOW, A FEW MORE QUESTIONS ABOUT ADULT EDUCATION:

Please tell us how you learned about adult education classes.

(circle all that apply) (Read all responses to the class) REMEMBER, TO CIRCLE ALL ANSWERS THAT APPLY TO YOU.

1. A relative
2. A friend or neighbor
3. Someone from adult education contacting you
4. Someone at work
5. People who help (examples: social workers, priest/minister)
6. Someone from a social service agency (examples: MESC, Department of Social Services)
7. Radio
8. T.V.
9. Newspapers
10. Mailed notices
11. Signs and billboards
12. Other, write in: ______________________________

Please tell us what you want adult education to help you do.

(circle all that apply) (Read all responses to the class) REMEMBER TO CIRCLE ALL ANSWERS THAT APPLY TO YOU.

1. Improve your job situation
2. Complete a high school diploma/pass the G. E. D. test
3. Improve basic skills (reading, writing)
4. Feel better about yourself
5. Get ready to go to college or vocational school
6. Learn English
7. Meet people
8. Become better informed
9. Be better able to take care of your family
10. Other, write in: ______________________________

NOW TURN TO PAGE 6, YOU WILL SEE A LARGE 6 IN THE BOTTOM RIGHT HAND CORNER.

Listed below are some reasons that keep people from taking adult education classes. Please think of someone you know who needs more education and tell us why they don't come to classes. (circle all that apply) (Read all responses to the class)

1. They don't know about adult education classes.
2. They are afraid they can't do the class work.
3. They don't think it will do them any good.
4. They don't like where the classes are held.
5. They don't like when the classes are held.
6. They can't afford the costs (examples: books, transportation).
7. They don't have time after work.
8. They don't have time after taking care of children.
9. They can't get a babysitter.
10. They are afraid of new experiences.
11. They don't go out much because of poor health.
12. They dislike school.
13. They don't live in one place long enough.
14. They don't think they will like the other adult learners.
15. They don't think they will like the teachers.
16. Other, write in: ______________________________

NOW TURN TO PAGE 7. YOU WILL SEE A LARGE 7 IN THE BOTTOM RIGHT HAND CORNER.

1 How long have you been enrolled in this adult education program? (circle on
(Read all responses to the class)

1. Less than one month
2. 1-2 months
3. 3-4 months
4. 5-6 months
5. 6-7 months
6. 7-8 months
7. 9-10 months
8. 11-12 months
9. More than one year

2 In the past have you ever started an adult education class and then dropped out? (circle one) (Read all responses to the class)

1. Yes
2. No

3 If yes, how long ago was it? (circle one) (Read all responses to the class)

1. 0-6 months ago
2. 7-12 months ago
3. 1-2 years ago
4. 3-5 years ago
5. 5-10 years ago
6. 10 years or more

4 Will you stop getting money from some agency if you stop coming to adult education classes? (circle one) (Read all responses to the class)

1. Yes
2. No

5 In your opinion, are you the head of your house? (Read all responses to the class)

1. Yes
2. No
3. Equally shared responsibility

NOW TURN TO PAGE 8, YOU WILL SEE A LARGE 8 IN THE BOTTOM RIGHT HAND CORNER.

6 How many years have you lived in your current community (city, town, village)? (circle one) (Read all responses to the class)

1. 6 months - 1 year
2. 1 year - 2 years
3. 3 years - 5 years
4. 6 years - 10 years
5. 11 years or more

7 How many times have you moved in the past five years? (circle one)
(Read all responses to the class)

1. No move in the last five years
2. One time
3. Two times
4. Three times
5. Four times
6. Five times or more

8 What is the highest grade you finished in school? (circle one)
(Read all responses to the class)

1. No school at all
2. Grade 1 or 2
3. Grade 3 or 4
4. Grade 5 or 6
5. Grade 7 or 8
6. Grade 9 or 10
7. Grade 11 or 12
8. More than 12 years of school

9 What is your sex? (circle one)
(Read all responses to the class)

1. Female
2. Male

NOW TURN TO PAGE 9, YOU WILL SEE A LARGE 9 IN THE BOTTOM RIGHT HAND CORNER

- YOU ANSWER THIS QUESTIONS, WE WILL READ THIS QUESTION TOGETHER.

10 Which of the following programs if any, sent you to your adult education classes? (circle all that apply) ON THIS QUESTION, YOU MAY CIRCLE MORE THAN ONE ANSWER. (Read all responses to the class before students begin marking their responses.

1. Michigan Employment Security Commission
2. Department of Social Services
3. W. I. N.
4. C. E. T. A.
5. Model Cities Project
6. Secretary of State's Office
7. Union Apprentice Program
8. Regular Day School
9. Veteran's Administration
10. State of Michigan Training School
11. Michigan Department of Vocational Rehabilitation
12. Probation Officer of a court
13. Other, write in: ____________________

11 What is your race? (circle one)
(Read all responses to the class)

1. Latino, Hispanic
2. Black
3. White
4. Pacific Islander, Asian
5. Native American - American Indian
6. Other

12 In what year were you born? 19_______

(Students are to write in the last two numbers of their year of birth.)

NOW TURN TO PAGE 10, YOU WILL SEE A LARGE 10, IN THE BOTTOM RIGHT HAND CORNER.

13 As of today, what is your working status? (circle one)
(Read all responses to the class)

1. Employed full-time (35 hours or more per week)
2. Employed part-time (less than 35 hours per week)
3. Unemployed
4. Retired
5. Other, write in: ______________________________

14 If you are not working, how long has it been since you worked? (circle one)
(Read all responses to the class)

1. I have never worked
2. Less than 3 months ago
3. 4-6 months ago
4. 6-12 months ago
5. 1-2 years ago
6. More than 3 years ago

15 Where do you get most of your money from? (circle ONLY ONE)
(Read all responses to the class)

1. Your own work
2. Your spouse's work
3. ADC (Aid to Dependent Children)
4. Alimony/child support, not ADC
5. Welfare (including General Assistance)
6. Unemployment Compensation
7. Social Security Administration
8. Workmen's Compensation
9. Veteran's Administration
10. Aid to the Blind/Aid to the Disabled or Supplemental Security Income
11. Your grown child's income
12. A non-related adult
13. Other, write in: ______________________________

NOW TURN TO PAGE 11, YOU WILL SEE A LARGE 11 IN THE BOTTOM RIGHT HAND CORNER.

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs. We need to have your name, address and telephone number only for our office records. No one in your school will know what your answers are. NEITHER WILL I.

Name: ______________________________

Address: ______________________________

Telephone: ______________________________

You don't have to answer these two questions if you don't want to:

1. What one improvement would you make in your adult education program?

(Allow the students two to three minutes to answer this question. If no one is writing, continue to the next question. Use your own good judgment.)

2. It would help us plan better adult education programs if we could ask more people what they want. Would you please give the names, addresses and telephone numbers of two adults you know who might benefit from adult education but are not now involved in classes. (Allow students up to three minutes to answer this question. If no one is writing, conclude the survey with reading the statement below to the class).

Name: ______________________________

Address: ______________________________

Telephone: ______________________________

Name: ______________________________

Address: ______________________________

Telephone: ______________________________

I WANT TO THANK YOU FOR TAKING PART IN THIS IMPORTANT SURVEY. NOW WE CAN TAKE A BREAK!

Again, thank you for your help.

MICHIGAN
ADULT BASIC EDUCATION
NEEDS ASSESSMENT

Student Form

SE

TEACHERS INSTRUMENT
FOR ADMINISTRATING THE

MICHIGAN
ADULT BASIC EDUCATION
NEEDS ASSESSMENT

To insure scientific accuracy in administering this survey, it is important that the following instructions are followed exactly. Thank you for your cooperation.

All instructions that you are to read to the class are in UPPER CASE LETTERS. Read all of the instructions very slowly. Pause slightly before starting each question. Add voice emphasis on underlined words. Please try to make sure that slower students do not get behind. It is very important that the class answers each question one-at-a-time, at the sametime.

Read to Class:

TODAY WE ARE ALL GOING TO TAKE PART IN AN INTERESTING STUDENT SURVEY. IT IS NOT A TEST. THERE ARE NO RIGHT OR WRONG ANSWERS. YOUR FEELINGS ABOUT THIS ADULT EDUCATION PROGRAM ARE IMPORTANT TO PEOPLE WHO WANT TO IMPROVE THEM FOR YOU. YOUR ANSWERS IN THIS SURVEY CAN HELP THEM MAKE YOUR PROGRAM BETTER FOR YOU. THAT IS THE PURPOSE OF THIS SURVEY.

DO NOT START THE QUESTIONS ON YOUR OWN. IT IS IMPORTANT THAT WE ALL GO THROUGH THEM TOGETHER. I THINK YOU WILL FIND THIS FUN AND INTERESTING.

TURN TO PAGE 1, NOW. YOU WILL SEE A LARGE 1 IN THE LOWER RIGHT HAND CORNER OF THE PAGE.

(Pause; if someone does not have a page 1, destroy their survey form and give them a new one; look around the classroom the best you can and see if everyone has turned to page 1.)

WE WILL GO THROUGH THE QUESTIONS TOGETHER. PLEASE DO NOT START YET. WE ARE ALL NOW ON PAGE 1.

There are no right or wrong answers. Circle the number that best shows how you feel about each question. YOU WILL CIRCLE ONLY ONE NUMBER THAT SHOWS HOW YOU FEEL. HOW YOU FEEL. ON THE RIGHT SIDE OF THE PAGE YOU WILL SEE THESE NUMBERS. THEY GO FROM 1 to 5. AS I READ EACH QUESTION, CIRCLE THE NUMBER THAT BEST SHOWS HOW YOU FEEL ABOUT THAT QUESTION. CIRCLE NO. 1 IF THE ITEM IS VERY IMPORTANT TO YOU. CIRCLE NO.2 IF THE ITEM IS UNIMPORTANT TO YOU. CIRCLE NO.3 IF YOU ARE NOT SURE WHETHER THE ITEM IS UNIMPORTANT OR IMPORTANT TO YOU. CIRCLE NO.4 IF THE ITEM IS IMPORTANT TO YOU. CIRCLE NO.5 IF THE ITEM IS VERY IMPORTANT TO YOU. NOW LET'S START. REMEMBER, ONLY ONE ANSWER TO EACH QUESTION.

HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:	Very Unimportant	Unimportant	Not Sure	Important	Very Important
1. Read a newspaper to learn about what is going on in the world	1	2	3	4	5
2. Fill in the spaces on a job application	1	2	3	4	5
3. Ask community helpers for things you want (examples: librarians, teachers)	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
4. Figure out a budget	1	2	3	4	5
5. Get help with a problem	1	2	3	4	5
6. Enjoy your work when you are employed	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
7. Read a book for fun	1	2	3	4	5
8. Fill out forms at a health clinic	1	2	3	4	5
9. Discuss your problems with social workers	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
10. Understand what your paycheck deductions mean	1	2	3	4	5
11. Feel good about yourself	1	2	3	4	5
12. Decide how you feel about birth control or abortion	1	2	3	4	5
HOW IMPORTNAT IS IT FOR YOU TO BE ABLE TO:					
13. Read how to use a voting machine or a paper ballot	1	2	3	4	5
14. Fill out workmen's compensation forms in case you are injured on the job	1	2	3	4	5
15. Talk about feelings and ideas to friends	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
16. Figure out the best buys when shopping	1	2	3	4	5
17. Protect your legal rights if arrested or sued	1	2	3	4	5
18. Protect yourself against unfairness at work	1	2	3	4	5

NOW TURN TO PAGE 2. YOU WILL SEE A LARGE 2 IN THE BOTTOM RIGHT HAND CORNER.

There are no right or wrong answers. Circle the number that best shows how you feel about each question. YOU WILL CIRCLE ONLY ONE NUMBER THAT SHOWS HOW YOU FEEL. ON THE RIGHT SIDE OF THE PAGE YOU WILL SEE THESE NUMBERS. THEY GO FROM 1 TO 5. AS I READ EACH QUESTION, CIRCLE THE NUMBER THAT BEST SHOWS HOW WELL YOU CAN DO THAT ITEM. CIRCLE NO.1 IF YOU CAN'T DO IT AT ALL. CIRCLE NO.2 IF YOU CAN'T DO IT WELL. CIRCLE NO.3 IF YOU ARE NOT SURE WHETHE YOU CAN DO IT OR NOT. CIRCLE NO. 4 IF YOU ARE ABLE TO DO IT. CIRCLE NO. 5 IF YOU ARE ABLE TO DO IT WELL. NOW LET'S START. REMEMBER, ONLY ONE ANSWER TO EACH QUESTION.

HOW WELL CAN YOU:	Can't Do At All	Can't Do Well	Not Sure	Able	Very Able
1. Read a guarantee that comes with a new T.V. or refrigerator	1	2	3	4	5
2. Write a letter to your congressman.	1	2	3	4	5
3. Say the right thing at a job interview	1	2	3	4	5
HOW WELL CAN YOU:					
4. Keep score in games (examples: bowling, cards)	1	2	3	4	5
5. Avoid liquor and drug problems	1	2	3	4	5
6. Participate in our system of government . . .	1	2	3	4	5
HOW WELL CAN YOU:					
7. Read help wanted ads	1	2	3	4	5
8. Write a letter to a friend	1	2	3	4	5
9. Remember what a doctor tells you to do. . .	1	2	3	4	5
HOW WELL CAN YOU:					
10. Figure out your income tax	1	2	3	4	5
11. Decide what job training you need	1	2	3	4	5
12. Decide what to believe in (examples: religions, superstitions)	1	2	3	4	5
HOW WELL CAN YOU:					
13. Find out what is in food you eat by reading food packages.	1	2	3	4	5
14. Fill out voter registration forms	1	2	3	4	5
15. Tell your ideas during a meeting at work . .	1	2	3	4	5
HOW WELL CAN YOU:					
16. Use measuring tools (examples: tape measure, scale, thermometer).	1	2	3	4	5
17. Help the family through hard times (examples: serious illness, death of a loved one)	1	2	3	4	5
18. Do what is necessary to save energy	1	2	3	4	5

NOW TURN TO PAGE 3. YOU WILL SEE A LARGE 3 IN THE BOTTOM RIGHT HAND CORNER.

There are no right or wrong answers. Circle the number that best shows how you feel about each question. CIRCLE ONE IF THE STATEMENT IS LIKE YOU. CIRCLE 2 IF THE STATEMENT IS UNLIKE YOU. CIRCLE ONLY ONE NUMBER FOR EACH QUESTION.

	Like Me	Unlike Me
1. I often wish I were someone else	1	2
2. I find it very hard to talk in front of a group . . .	1	2
3. There are lots of things about myself I'd change if I could	1	2
4. I can make up my mind without too much trouble . .	1	2
5. I'm a lot of fun to be with	1	2

REMEMBER CIRCLE ONE IF THE STATEMENT IS LIKE YOU, CIRCLE 2 IF THE STATEMENT IS UNLIKE YOU.

	Like Me	Unlike Me
6. I get upset easily at home	1	2
7. It takes me a long time to get used to anything new . .	1	2
8. I'm popular with people my own age	1	2
9. Too much is expected of me at home	1	2
10. My parents usually considered my feelings	1	2

REMEMBER CIRCLE 1 IF THE STATEMENT IS LIKE YOU, CIRCLE 2 IF THE STATEMENT IS UNLIKE YOU.

	Like Me	Unlike Me
11. I give in very easily	1	2
12. It's pretty tough to be me	1	2
13. Things are all mixed up in my life	1	2
14. Other people usually follow my ideas	1	2
15. I have a low opinion of myself	1	2

REMEMBER, CIRCLE 1 IF THE STATEMENT IS LIKE YOU, CIRCLE 2 IF THE STATEMENT IS UNLIKE YOU

	Like Me	Unlike Me
16. There are many times when I'd like to leave home . .	1	2
17. I often feel upset about the work that I do	1	2
18. I'm not as nice looking as most people	1	2
19. If I have something to say, I usually say it	1	2
20. At home, my family understands me	1	2

REMEMBER, CIRCLE 1 IF THE STATEMENT IS LIKE YOU, CIRCLE 2 IF THE STATEMENT IS UNLIKE YOU

	Like Me	Unlike Me
21. Most people are better liked than I am	1	2
22. I usually felt as if my parents were pushing me . . .	1	2
23. I often get discouraged at what I am doing	1	2
24. Things usually don't bother me	1	2
25. I can't be depended on	590	2

3

NOW, A FEW MORE QUESTIONS ABOUT YOURSELF.

1 How long have you been enrolled in this adult education program? (circle one

(Read all responses to the class)

1. Less than one month
2. 1-2 months
3. 3-4 months
4. 5-6 months
5. 6-7 months
6. 7-8 months
7. 9-10 months
8. 11-12 months
9. More than one year

2 In the past have you ever started an adult education class and then dropped out? (circle one) (Read all responses to the class)

1. Yes
2. No

3 If yes, how long ago was it? (circle one)
(Read all responses to the class)

1. 0-6 months ago
2. 7-12 months ago
3. 1-2 years ago
4. 3-5 years ago
5. 5-10 years ago
6. 10 years or more

4 Will you stop getting money from some agency if you stop coming to adult education classes? (circle one)
(Read all responses to the class)

1. Yes
2. No

5 In your opinion, are you the head of your house?
(Read all responses to the class)

1. Yes
2. No
3. Equally shared responsibility

NOW TURN TO PAGE 5. YOU WILL SEE A LARGE 5 IN THE BOTTOM OF THE RIGHT HAND CORNER.

6 How many years have you lived in your current community (city, town, village)? (circle one)

(Read all responses to the class)

1. 6 months - 1 year
2. 1 year - 2 years
3. 3 years - 5 years
4. 6 years - 10 years
5. 11 years or more

7 How many times have you moved in the past five years? (circle one)

(Read all responses to the class)

1. No move in the last five years
2. One time
3. Two times
4. Three times
5. Four times
6. Five times or more

8 What is the highest grade you finished in school? (circle one)

(Read all responses to the class)

1. No school at all
2. Grade 1 or 2
3. Grade 3 or 4
4. Grade 5 or 6
5. Grade 7 or 8
6. Grade 9 or 10
7. Grade 11 or 12
8. More than 12 years of school

9 What is your sex? (circle one)

(Read all responses to the class)

1. Female
2. Male

NOW TURN TO PAGE 6, YOU WILL SEE A LARGE 6 IN THE BOTTOM RIGHT-HAND CORNER.

BEFORE YOU ANSWER THIS QUESTION, WE WILL READ THE QUESTION BELOW TOGETHER.

10 Which of the following programs if any, sent you to your adult education classes? (circle all that apply) ON THIS QUESTION, YOU MAY CIRCLE MORE THAN ONE ANSWER.
(Read all responses to the class, before students begin marking their responses)

1. Michigan Employment Security Commission
2. Department of Social Services
3. W. I. N.
4. C. E. T. A.
5. Model Cities Project
6. Secretary of State's Office
7. Union Apprentice Program
8. Regular Day School
9. Veteran's Administration
10. State of Michigan Training School
11. Michigan Department of Vocational Rehabilitation
12. Probation Officer of a court
13. Other, write in:____________________________________

11 What is your race? (circle one)
(Read all responses to the class)

1. Latino, Hispanic
2. Black
3. White
4. Pacific Islander, Asian
5. Native American - American Indian
6. Other

12 In what year were you born? 19________
(Students should fill in, on the line, the last two numbers of their year of birth.)

NOW TURN TO PAGE 7, YOU WILL SEE A LARGE 7 IN THE BOTTOM RIGHT HAND CORNER.

13 As of today, what is your working status? (circle one) (Read all responses to the class)

1. Employed full-time (35 hours or more per week)
2. Employed part-time (less than 35 hours per week)
3. Unemployed
4. Retired
5. Other, write in:______________________________

14 If you are not working, how long has it been since you worked? (circle one) (Read all responses to the class)

1. I have never worked
2. Less than 3 months ago
3. 4-6 months ago
4. 6-12 months ago
5. 1-2 years ago
6. More than 3 years ago

15 Where do you get most of your money from? (circle ONLY ONE) (Read all responses to the class)

1. Your own work
2. Your spouse's work
3. ADC (Aid to Dependent Children)
4. Alimony/child support, not ADC
5. Welfare (including General Assistance)
6. Unemployment Compensation
7. Social Security Administration
8. Workmen's Compensation
9. Veteran's Administration
10. Aid to the Blind/Aid to the Disabled or Supplemental Security Income
11. Your grown child's income
12. A non-related adult
13. Other, write in:______________________________

NOW YOU WILL TURN TO PAGE 8, YOU WILL SEE A LARGE 8 IN THE BOTTOM RIGHT HAND CORNER.

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs. We need to have your name, address and telephone number only for our office records. No one in your school will know what your answers are. NEITHER WILL I.

Name: ______________________________

Address: ______________________________

Telephone: ______________________________

You don't have to answer these two questions if you don't want to:

1. What one improvement would you make in your adult education program? (Allow students two to three minutes to answer this question. If no one is writing, continue to the next question. Use your own good judgment.)

____

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____

2. It would help us plan better adult education programs if we could ask more people what they want. Would you please give the names, addresses and telephone numbers of two adults you know who might benefit from adult education but are not now involved in classes. (Allow students up to three minutes to answer this question. If no one is writing, conclude the survey with reading the statement below to the class)

Name: ______________________________

Address: ______________________________

Telephone: ______________________________

Name: ______________________________

Address: ______________________________

Telephone: ______________________________

I WANT TO THANK YOU FOR TAKING PART IN THIS IMPORTANT SURVEY. NOW WE CAN TAKE A BREAK!

MICHIGAN
ADULT BASIC EDUCATION
NEEDS ASSESSMENT

Student Form

SH

TEACHER INSTRUCTIONS

FOR ADMINISTRATING THE

MICHIGAN
ADULT BASIC EDUCATION
NEEDS ASSESSMENT

To insure scientific accuracy in administering this survey. It is important that the following instructions are followed exactly. Thank you for your cooperation.

All instructions that you are to read to the class are in UPPER CASE LETTERS. Read all of the instructions very slowly. Pause slightly before starting each question. Add voice emphasis on underlined words. Please try to make sure that slower students do not get behind. It is very important that the class answers each question one-at-a-time, at the sametime.

Read to Class:

TODAY WE ARE ALL GOING TO TAKE PART IN AN INTERESTING STUDENT SURVEY. IT IS NOT A TEST. THERE ARE NO RIGHT OR WRONG ANSWERS. YOUR FEELINGS ABOUT THIS ADULT EDUCATION PROGRAM ARE IMPORTANT TO PEOPLE WHO WANT TO IMPROVE THEM FOR YOU. YOUR ANSWERS IN THIS SURVEY CAN HELP THEM MAKE YOUR PROGRAM BETTER FOR YOU. THAT IS THE PURPOSE OF THIS SURVEY.

DO NOT START THE QUESTIONS ON YOUR OWN. IT IS IMPORTANT THAT WE ALL GO THROUGH THEM TOGETHER. I THINK YOU WILL FIND THIS FUN AND INTERESTING.

TURN TO PAGE 1, NOW. YOU WILL SEE A LARGE 1 IN THE LOWER RIGHT HAND CORNER OF THE PAGE.

(Pause; if someone does not have a page 1, destroy their survey form and give them a new one; look around the classroom the best you can and see if everyone has turned to page 1.)

WE WILL GO THROUGH THE QUESTIONS TOGETHER. PLEASE DO NOT START YET. WE ARE ALL NOW ON PAGE 1.

There are no right or wrong answers. Circle the number that best shows how you feel about each question. YOU WILL CIRCLE ONLY ONE NUMBER THAT SHOWS HOW YOU FEEL. ON THE RIGHT SIDE OF THE PAGE YOU WILL SEE THESE NUMBERS. THEY GO FROM 1 to 5. AS I READ EACH QUESTION, CIRCLE THE NUMBER THAT BEST SHOWS HOW YOU FEEL ABOUT THAT QUESTION. CIRCLE NO.1 IF THE ITEM IS VERY UNIMPORTANT TO YOU. CIRCLE NO.2 IF THE ITEM IS UNIMPORTANT. CIRCLE NO.3 IF YOU ARE NOT SURE WHETHER THE ITEM IS UNIMPORTANT OR IMPORTANT TO YOU. CIRCLE NO.4 IF THE ITEM IS IMPORTANT TO YOU. CIRCLE NO.5 IF THE ITEM IS VERY IMPORTANT TO YOU. NOW LET'S STAR

REMEMBER, ONLY ONE ANSER TO EACH QUESTION.

HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:	Very Unimportant	Unimportant	Not Sure	Important	Very Important
1. Read magazines for pleasure	1	2	3	4	5
2. Order goods through the mail (examples: T.V. record offers, catalog orders)	1	2	3	4	5
3. Listen to others state their thoughts on politics.	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
4. Use math on the job when employed	1	2	3	4	5
5. Accept responsibility for making decisions	1	2	3	4	5
6. Choose a way to live your life that will bring you happiness	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE:					
7. Read a contract or lease (examples: credit agreement or apartment lease).	1	2	3	4	5
8. Do the paperwork for a job.	1	2	3	4	5
9. Understand the meaning of things you see and hear on radio and T.V.	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
10. Use a checkbook	1	2	3	4	5
11. Decide who to vote for in an election	1	2	3	4	5
12. Cooperate with others for success at work	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
13. Learn hobbies by reading books (example: Do-It-Yourself Books).	1	2	3	4	5
14. Fill out an insurance application (example: life insurance)	1	2	3	4	5
15. Give directions to someone using North, South, East, West	1	2	3	4	5
HOW IMPORTANT IS IT FOR YOU TO BE ABLE TO:					
16. Use measuring tools on the job, when employed.	1	2	3	4	5
17. Deal with changes in the world around you.	1	2	3	4	5
18. Give and receive love from those you care about.	1	2	3	4	5

There are no right or wrong answers. Circle the number that best shows how you feel about each question. YOU WILL CIRCLE ONLY ONE NUMBER THAT SHOWS HOW YOU FEEL. ON THE RIGHT SIDE OF THE PAGE YOU WILL SEE THESE NUMBERS. THEY GO FROM 1 TO 5. AS I READ EACH QUESTION. CIRCLE THE NUMBER THAT BEST SHOWS HOW WELL YOU CAN DO THAT ITEM. CIRCLE NO.1 IF YOU CAN'T DO IT AT ALL. CIRCLE NO.2 IF YOU CAN'T DO IT WELL. CIRCLE NO. 3 IF YOU ARE NOT SURE WHETHER YOU CAN DO IT OR NOT. CIRCLE NO.4 IF YOU ARE ABLE TO DO IT. CIRCLE NO.5 IF YOU ARE ABLE TO DO IT WELL. NOT LET'S START REMEMBER, ONLY ONE ANSWER TO EACH QUESTI

HOW WELL CAN YOU:	Can't Do At All	Can't Do Well	Not Sure	Able	Very Able
1. Read instructions on how to use a machine at work	1	2	3	4	5
2. Keep a family history	1	2	3	4	5
3. Talk to family members without arguing . .	1	2	3	4	5
HOW WELL CAN YOU.					
4. Figure out sales tax	1	2	3	4	5
5. Choose a job that is right for you	1	2	3	4	5
6. Choose what sexual behavior is right for you .	1	2	3	4	5
HOW WELL CAN YOU:					
7. Read newspapers and magazine advertisements carefully enough to spot lies	1	2	3	4	5
8. Fill out forms for financial assistance (examples: unemployment benefits, ADC) . .	1	2	3	4	5
9. Explain a job to a new worker, when employed .	1	2	3	4	5
HOW WELL CAN YOU:					
10. Figure out the cost of a vacation	1	2	3	4	5
11. Get help if some business cheats you . . .	1	2	3	4	5
12. Get along with people different from you . .	1	2	3	4	5
HOW WELL CAN YOU:					
13. Read books that teach new work skills (examples: repair manuals, books from a job training class.	1	2	3	4	5
14. Put your thoughts in writing	1	2	3	4	5
15. Tell repairmen what to do (examples: car mechanics, plumbers)	1	2	3	4	5
HOW WELL CAN YOU:					
16. Use metric measurements like: meters, liters and kilometers	1	2	3	4	5
17. Get along with the boss, when employed . .	1	2	3	4	5
18. Use leisure time to express your talents . .	1	2	3	4	5

NOW TURN TO PAGE 3. YOU WILL SEE A LARGE 3 IN THE BOTTOM RIGHT HAND CORNER

There are no right or wrong answers. Please circle the number that best shows how you feel about each question. CIRCLE ONE NUMBER FOR EACH QUESTION. MARK THE ANSWERS AS YOU DID BEFORE IN THE OTHER PARTS.

	Very Unimportant	Unimportant	Not Sure	Important	Very Important
HOW IMPORTANT IS IT THAT TEACHERS:					
1. Answer your questions	1	2	3	4	5
2. Ask you questions	1	2	3	4	5
3. Correct your papers and keep the room neat	1	2	3	4	5
HOW IMPORTANT IS IT THAT TEACHERS:					
4. Use radio, T.V. and movies in class	1	2	3	4	5
5. Use machines that teach (computers)	1	2	3	4	5
6. Work with small groups of adult learners	1	2	3	4	5
HOW IMPORTANT IS IT THAT TEACHERS:					
7. Help you practice skills	1	2	3	4	5
8. Praise you for what you do in class	1	2	3	4	5
9. Let you choose what you want to learn	1	2	3	4	5
HOW IMPORTNAT IS IT THAT TEACHERS:					
10. Know how different you are from younger learners and from other adults	1	2	3	4	5
11. Tell you about community services	1	2	3	4	5
12. Help you with personal problems	1	2	3	4	5
HOW IMPORTANT IS IT THAT TEACHER HELPERS:					
1. Correct your papers and keep the room neat	1	2	3	4	5
2. Work with small groups of adult learners	1	2	3	4	5
HOW IMPORTANT IS IT THAT TEACHER HELPERS:					
3. Help you practice skills	1	2	3	4	5
4. Help you with personal problems	1	2	3	4	5
HOW IMPORTANT IS IT THAT COUNSELORS:					
1. Help you plan your education	1	2	3	4	5
2. Tell you about job training you can get	1	2	3	4	5
3. Give you advice about problems at work	1	2	3	4	5
HOW IMPORTANT IS IT THAT COUNSELORS:					
4. Help you with family problems	1	2	3	4	5
5. Tell how you can get help if you need money	1	2	3	4	5

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ANSWER THEESE QUESTIONS EXACTLY AS WE HAVE DONE THE OTHERS SO FAR. REMEMBER, CIRCLE ONLY ONE NUMBER FOR EACH QUESTION.

There are no right or wrong answers. Please circle the number that best tells how you feel about each idea.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I know what I want out of this adult education program	1	2	3	4	5
2. Adult education will help me "make it in life"	1	2	3	4	5
3. I like teachers near the same age that I am.	1	2	3	4	5
4. The work in this adult education program is harder than I expected	1	2	3	4	5
5. I am satisfied with what I get out of this adult education program	1	2	3	4	5
6. I like teachers the same sex that I am	1	2	3	4	5
7. It is important that I keep learning all of my life	1	2	3	4	5
8. I expect to succeed in this adult education program	1	2	3	4	5
9. I like teachers the same race that I am.	1	2	3	4	5
10. Adult education teachers seem happy in their work	1	2	3	4	5
11. I am proud of my school work	1	2	3	4	5
12. Adult education teachers like adult learners	1	2	3	4	5

NOW TURN TO PAGE 5. YOU WILL SEE A LARGE 5 IN THE BOTTOM RIGHT HAND CORNER.

601

A FEW MORE QUESTIONS ABOUT ADULT EDUCATION:

Please tell us how you learned about adult education classes.
(circle all that apply) (READ ALL RESPONSES TO THE CLASS) REMEMBER, TO CIRCLE ALL ANSWERS THAT APPLY TO YOU.

1. A relative
2. A friend or neighbor
3. Someone from adult education contacting you
4. Someone at work
5. People who help (examples: social workers, priest/minister)
6. Someone from a social service agency (examples: MESC, Department of Social Services)
7. Radio
8. T.V.
9. Newspapers
10. Mailed notices
11. Signs and billboards
12. Other, write in:______________________________

Please tell us what you want adult education to help you do.
(circle all that apply) (Read all responses to the class) REMEMBER TO CIRCLE ALL ANSWERS THAT APPLY TO YOU.

1. Improve your job situation
2. Complete a high school diploma/pass the G.E.D. test
3. Improve basic skills (reading, writing)
4. Feel better about yourself
5. Get ready to go to college or vocational school
6. Learn English
7. Meet people
8. Become better informed
9. Be better able to take care of your family
10. Other, write in:______________________________

NOW TURN TO PAGE 6. YOU WILL SEE A LARGE 6 IN THE BOTTOM RIGHT HAND CORNER.

602

Listed below are some reasons that keep people from taking adult education classes. Please think of someone you know who needs more education and tell us why they don't come to classes. (circle all that apply) (Read all responses to the class)

1. They don't know about adult education classes.
2. They are afraid they can't do the class work.
3. They don't think it will do them any good.
4. They don't like where the classes are held.
5. They don't like when the classes are held.
6. They can't afford the costs (examples: books, transportation).
7. They don't have time after work.
8. They don't have time after taking care of children.
9. They can't get a babysitter.
10. They are afraid of new experiences.
11. They don't go out much because of poor health.
12. They dislike school.
13. They don't live in one place long enough.
14. They don't think they will like the other adult learners.
15. They don't think they will like the teachers.
16. Other, write in:____

NOW TURN TO PAGE 7. YOU WILL SEE A LARGE 7 IN THE BOTTOM RIGHT HAND CORNER.

1 NOW, A FEW MORE QUESTIONS ABOUT YOURSELF.
How long have you been enrolled in this adult education program? (circle on
(Read all responses to the class)

1. Less than one month
2. 1-2 months
3. 3-4 months
4. 5-6 months
5. 6-7 months
6. 7-8 months
7. 9-10 months
8. 11-12 months
9. More than one year

2 In the past have you ever started an adult education class and then dropped out? (circle one) (Read all responses to the class)

1. Yes
2. No

3 If yes, how long ago was it? (circle one) (Read all responses to the class)

1. 0-6 months ago
2. 7-12 months ago
3. 1-2 years ago
4. 3-5 years ago
5. 5-10 years ago
6. 10 years or more

4 Will you stop getting money from some agency if you stop coming to adult education classes? (circle one) (Read all responses to the class)

1. Yes
2. No

5 In your opinion, are you the head of your house?

1. Yes
2. No
3. Equally shared responsibility

NOW TURN TO PAGE 8, YOU WILL SEE A LARGE 8 IN THE BOTTOM RIGHT HAND CORNER.

6 How many years have you lived in your current community (city, town, village)? (circle one)

(Read all responses to the class)

1. 6 months - 1 year
2. 1 year - 2 years
3. 3 years - 5 years
4. 6 years - 10 years
5. 11 years or more

7 How many times have you moved in the past five years? (circle one)

(REad all responses to the Class)

1. No move in the last five years
2. One time
3. Two times
4. Three times
5. Four times
6. Five times or more

8 What is the highest grade you finished in school? (circle one)

(Read all responses to the class)

1. No school at all
2. Grade 1 or 2
3. Grade 3 or 4
4. Grade 5 or 6
5. Grade 7 or 8
6. Grade 9 or 10
7. Grade 11 or 12
8. More than 12 years of school

9 What is your sex? (circle one)

(Read all responses to the class)

1. Female
2. Male

NOW TURN TO PAGE 9. YOU WILL SEE A LARGE 9 IN THE BOTTOM RIGHT HAND CORNER

NOW TURN TO

BEFORE YOU ANSWER THIS QUESTION, WE WILL READ THE QUESTION TOGETHER.

10 Which of the following programs if any, sent you to your adult education classes? (circle all that apply) ON THIS QUESTION, YOU MAY CIRCLE MORE THAN ONE ANSWER. (Read all responses to the class before students begin marking their responses)

1. Michigan Employment Security Commission
2. Department of Social Services
3. W. I. N.
4. C. E. T. A.
5. Model Cities Project
6. Secretary of State's Office
7. Union Apprentice Program
8. Regular Day School
9. Veteran's Administration
10. State of Michigan Training School
11. Michigan Department of Vocational Rehabilitation
12. Probation Officer of a court
13. Other, write in: ____

11 What is your race? (circle one)
(Read all responses to the class)

1. Latino, Hispanic
2. Black
3. White
4. Pacific Islander, Asian
5. Native American - American Indian
6. Other

12 In what year were you born? 19________
(Students are to write in the last two numbers of their year of birth)

NOW TURN TO PAGE 10. YOU WILL SEE A LARGE 10. IN THE BOTTOM RIGHT HAND CORNER

13 As of today, what is your working status? (circle one)
(Read all responses to the class)

1. Employed full-time (35 hours or more per week)
2. Employed part-time (less than 35 hours per week)
3. Unemployed
4. Retired
5. Other, write in: ______________________________

14 If you are not working, how long has it been since you worked? (circle one)
(Read all responses to the class)

1. I have never worked
2. Less than 3 months ago
3. 4-6 months ago
4. 6-12 months ago
5. 1-2 years ago
6. More than 3 years ago

15 Where do you get most of your money from? (circle ONLY ONE)
(Read all responses to the class)

1. Your own work
2. Your spouse's work
3. ADC (Aid to Dependent Children)
4. Alimony/child support, not ADC
5. Welfare (Including General Assistance)
6. Unemployment Compensation
7. Social Security Administration
8. Workmen's Compensation
9. Veteran's Administration
10. Aid to the Blind/Aid to the Disabled or Supplemental Security Income
11. Your grown child's income
12. A non-related adult
13. Other, write in: ______________________________

NOW TURN TO PAGE 11, YOU WILL SEE A LARGE 11 IN THE BOTTOM RIGHT HAND CORNER.

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs. We need to have your name, address and telephone number only for our office records. No one in your school will know what your answers are. Neither will I.

Name:

Address:

Telephone:

You don't have to answer these two questions if you don't want to:

1. What one improvement would you make in your adult education program? (Allow the students towto three minutes to answer this question. If no one is writing, continue to the next question. Use your own good judgment)'

2. It would help us plan better adult education programs if we could ask more people what they want. Would you please give the names, addresses and telephone numbers of two adults you know who might benefit from adult education but are not now involved in classes. (Allow students up to three minutes to answer this questi~~on.~~ If no one is writing, conclude the survey with reading the statement below to the class).

Name:

Address:

Telephone:

Name:

Address:

Telephone:

I WANT TO THANK YOU FOR TAKING PART IN THIS IMPORTANT SURVEY. NOW WE CAN TAKE A BREAK!

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Again, thank you for your help.

SECOND GENERATION PILOT STUDY

WEDNESDAY, JANUARY 11, 1978

6:30-7:30 East Detroit High School
Gratiot and Cousens (one block south of Nine Mile)

Burt Pryor/Pia Caparali

Main Office
SE-30

7:30- Troy Schools
Livernois/South Blvd.
Styles Elementary

MA-16 Liz Sparklin/Barb Malfraid

8:00- Mt. Clemens High School
155 Cass (rear off South Avenue)
(Room West 202)

Out Gratiot/left onto Cass/2 short blocks to and left on South Blvd.)

MA-16 Ralph Bielawski/Jean

THURSDAY, JANUARY 12, 1978

9:30 a.m. Pontiac Schools

Bill Rice
SE-30

cm/1-11-78

STUDENT SURVEY

FORM MA

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOU TO LEARN CERTAIN TASKS.

There are no right or wrong answers. Circle the number that best shows how you feel about each idea.

I am willing to work very long and hard in order to learn how to:

		Strongly Disagree	Disagree	Agree	Strongly Agree	
1.	Read a newspaper to learn about what is going on in the world	1	2	3	4	(1)
2.	Fill in the spaces on a job application	1	2	3	4	
3.	Talk about feelings and ideas to friends	1	2	3	4	
4.	Figure out the best buys when shopping	1	2	3	4	
5.	Decide who to vote for in an election	1	2	3	4	
6.	Cooperate with others for success at work	1	2	3	4	
7.	Use a voting machine or a paper ballot	1	2	3	4	
8.	Do the paperwork for a job	1	2	3	4	
9.	Understand the meaning of things I see and hear on radio and T.V.	1	2	3	4	
10.	Choose a way to live my life that will bring me happiness	1	2	3	4	
11.	Use metric measurements like: meters, liters and kilometers	1	2	3	4	
12.	Get along with the boss, when employed	1	2	3	4	(12)

There are no right or wrong answers. Circle the number that best shows how you feel about each idea.

I am willing to work very long and hard in order to learn how to:

	Strongly Disagree	Disagree	Agree	Strongly Agree	
1. Find out what is in food I eat by reading food packages	1	2	3	4	(13
2. Fill out voter registration forms	1	2	3	4	
3. Say the right thing at a job interview	1	2	3	4	
4. Keep score in games (example: bowling, cards)	1	2	3	4	
5. Avoid liquor and drug problems	1	2	3	4	
6. Participate in our system of government	1	2	3	4	
7. Read help wanted ads	1	2	3	4	
8. Write a letter to a friend	1	2	3	4	
9. Talk to family members without arguing	1	2	3	4	
10. Figure out my income and sales taxes	1	2	3	4	
11. Decide what job training I need	1	2	3	4	
12. Decide what to believe in (examples: religions, superstitions)	1	2	3	4	(24

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOU CAN ALREADY DO CERTAIN TASKS.

There are no right or wrong answers. Circle the number that best shows how you feel about each idea.

I already know how to:

	Strongly Disagree	Disagree	Agree	Strongly Agree	
1. Choose what sexual behavior is right for me	1	2	3	4	(25
2. Read magazines for pleasure	1	2	3	4	
3. Fill out forms at a health clinic	1	2	3	4	
4. Listen to others tell their thoughts on politics	1	2	3	4	
5. Understand what my paycheck deductions mean	1	2	3	4	
6. Make decisions	1	2	3	4	
7. Decide how I feel about birth control	1	2	3	4	
8. Order goods through the mail (examples: T.V. record offers, catalog orders)	1	2	3	4	
9. Read books for fun	1	2	3	4	
10. Give directions to someone using North, South, East, West	1	2	3	4	
11. Use measuring tools on the job, when employed	1	2	3	4	
12. Deal with changes in the world around me	1	2	3	4	(36

There are no right or wrong answers. Circle the number that best shows how you feel about each idea.

I already know how to:	Strongly Disagree	Disagree	Agree	Strongly Agree	
1. Read newspapers and magazine advertisements carefully enough to spot lies	1	2	3	4	(37
2. Fill out forms for financial assistance (examples: unemployment benefits, ADC)	1	2	3	4	
3. Explain a job to a new worker, when employed	1	2	3	4	
4. Figure out the cost of a hobby or vacation	1	2	3	4	
5. Help the family through hard times (examples: serious illness, death of a loved one)	1	2	3	4	
6. Get along with people different from me	1	2	3	4	
7. Read books that teach new work skills (example: books from a job training class)	1	2	3	4	
8. Put my thoughts in writing	1	2	3	4	
9. Figure out how to use money wisely	1	2	3	4	
10. Protect my legal rights if arrested or sued	1	2	3	4	
11. Protect myself against unfairness at work	1	2	3	4	
12. Tell repairmen what to do	1	2	3	4	(48
				1	(49

Listed below are some classroom activities that teachers and counselors could include in adult education programs. Please look over the list and circle ONLY those that apply to you.

Someone in adult education should:

1. Answer my questions. (1)
2. Ask me questions.
3. Correct my paper and keep the room neat.
4. Use radio, T.V. and movies in class.
5. Use machines that teach (computers).
6. Work with small groups of adult learners.
7. Help me practice skills.
8. Praise me for what I do in class.
9. Let me choose what I want to learn.
10. Know how different I am from younger learners.
11. Help me plan my education.
12. Tell me about job training I can get.
13. Help me with family problems.
14. Tell me how to get help if I need money. (14)

Listed below are some ideas that people sometimes think about. Please look at each idea carefully and tell us how much you believe in each one. Circle 1 if you think the idea is never true, 2 if it is sometimes true, 3 if it is often true and 4 if it is always true.

I believe that:

	Never	Sometimes	Often	Always	
1. I know what I want out of this adult education program	1	2	3	4	(15)
2. Adult education will help me "make it in life"	1	2	3	4	
3. I will use what I learn in adult education in my everyday life	1	2	3	4	
4. The work in this adult education program is too hard	1	2	3	4	
5. I am getting what I want out of this adult education program	1	2	3	4	
6. It is important that I keep learning all of my life	1	2	3	4	
7. I will do well in this adult education program	1	2	3	4	
8. Adult education teachers are happy in their work	1	2	3	4	
9. Adult education teachers like adult learners	1	2	3	4	
10. Adult education teachers expect me to do well in class	1	2	3	4	(24)

☐2 (25)

Listed below are some reasons why adults start coming to adult education classes. Please look over the list and tell us why you started coming to adult education classes. (Circle ONLY those that apply to you)

I started coming to adult education classes to:

1. Improve my job situation. (1)
2. Complete a high school diploma/pass the G. E. D. test.
3. Improve my basic skills (reading, writing).
4. Feel better about myself.
5. Get ready to go to college or vocational school.
6. Learn English.
7. Meet people.
8. Become better informed.
9. Be better able to take care of my family. (9)

Listed below are some reasons why adults stop coming to adult education classes. Please look over the list and tell us why you might stop coming to adult education classes. (Circle ONLY those that apply to you)

I might stop coming to adult education classes because:

1. I do not like the school work. (10
2. I do not like the classrooms and learning materials.
3. I do not feel I'm learning enough.
4. I do not feel the teachers are good.
5. I do not get enough money or recognition for coming.
6. I do not like the way the school is run.
7. I do not like the other adult learners.
8. I got what I wanted out of adult education.
9. I have too many problems in my personal life.
10. I do not think I am accomplishing anything. (1

Listed below are some reasons that keep people from taking adult education classes. Please think of someone you know who needs more education and tell us why they don't come to classes. (Circle ONLY the ones that apply to someone you know.)

Someone I know doesn't come to adult education classes because:

1. They don't know about adult education classes. (20)
2. They are afraid they can't do the class work.
3. They don't think it will do them any good.
4. They don't like where the classes are held.
5. They don't like when the classes are held.
6. They can't afford the costs (examples: books, transportation).
7. They don't have time.
8. They can't get a babysitter.
9. They are afraid of new experiences.
10. They don't go out much because of poor health.
11. They dislike school.
12. They don't live in one place long enough.
13. They are afraid of being robbed or beaten up.
14. They are embarrassed to admit that they can't read or write.
15. Other, write in: ______________________________

______________________________ (34

3 (35

1. How did you learn about adult education classes?
(circle All that apply)

1. A relative (1)
2. A friend or neighbor
3. Someone from adult education calling you or coming to see you
4. People who help (examples: social workers, priest/minister)
5. My own idea
6. Radio
7. T.V.
8. Newspapers
9. Mailed notices
10. Signs and billboards
11. Michigan Employment Security Commission (MESC)
12. Department of Social Services (DSS)
13. Regular Day School
14. Other, write in:______________________________ (14

2. Do you get money for coming to adult education classes?
(circle One)

1. Yes 2. No (15

621

3. In the past have you ever started an adult education class and then dropped out? (circle One)

   1. Yes 2. No (16

4. As of today, what is your working status? (circle One)

   1. Employed full-time (35 hours or more per week)
   2. Employed part-time (less than 35 hours per week)
   3. Unemployed (17
   4. Retired
   5. Homemaker
   6. Disabled
   7. Other, write in:______________________________

5. What is the source of your income? (circle All that apply)

   1. Your own work (18
   2. Your spouse's (husband/wife's) work
   3. ADC (Aid to Dependent Children)
   4. Welfare (including General Assistance)
   5. Unemployment Compensation
   6. Social Security Administration
   7. Veteran's Administration
   8. Other, write in:______________________________ (25

6. How many years have you lived in your community?

_______________ years (26-27)

7. How many months have you been enrolled in this adult education program?

_______________ months (28-29)

8. How many years did you go to regular school?

_______________ years (30-31)

9. In what year were you born?

19________ (32-33)

10. What is your race?
(circle One)

1. Black
2. White
3. Latino, Hispanic
4. Pacific Islander, Asian
5. American Indian
6. Other, write in:____

(34)

11. What is your sex?
(circle One)

1. Female 2. Male (35)

4 (36)

You don't have to answer these 2 questions if you don't want to:

1. What one change would you make in your adult education program to improve it?

____

____

____

____

____

____

2. THANK YOU VERY MUCH for answering these questions about adult education. We believe your ideas will help us plan better programs. We need to have your name, address and telephone number only for our office records. No one in your school will know what your answers are.

Name: ____

Address: ______________________________________

City: __________________________ Zip Code: __________

Telephone: _____________________________________

STUDENT SURVEY

FORM SE

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOU TO LEARN CERTAIN TASKS.

Listed below are things you could learn in adult education. Please tell us the order you want to learn these things by marking a 1 next to the first thing you want to learn, 2 next to the second thing you want to learn, 3 next to the third thing you want to learn and 4 next to the last thing you want to learn.

On each set, rank 1-4 the order you want to learn these things:

Set 1:

______ Read newspapers and magazine advertisements carefully enough to spot lies (1)

______ Read how to use a voting machine or a paper ballot

______ Read help wanted ads

______ Read a book for fun

Set 2:

______ Use money wisely by making a family budget

______ Figure out sales tax

______ Use measuring tools on the job, when employed

______ Keep score in games (examples: bowling, cards)

Set 3:

______ Decide how you feel about birth control

______ Participate in our system of government

______ Cooperate with others for success at work

______ Decide what to believe in (examples: religions, superstitions) (12

Listed below are things you could learn in adult education. Please tell us the order you want to learn these things by marking a 1 next to the first thing you want to learn, 2 next to the second thing you want to learn, 3 next to the third thing you want to learn and 4 next to the last thing you want to learn.

each set, rank 1-4 the order you want to learn these things:

t 1:

______ Find out what is in food you eat by reading food packages (13)

______ Read a newspaper to learn about what is going on in the world

______ Read books that teach new work skills (example: books from a job training class)

______ Read magazines for pleasure

et 2:

______ Figure out the best buys when shopping

______ Use metric measurements like: meters, liters and kilometers

______ Understand what your paycheck deductions mean

______ Figure out the cost of a hobby or vacation

et 3:

______ Choose a way to live your life that will bring you happiness

______ Get along with people different from you

______ Protect yourself against unfairness at work

______ Choose what sexual behavior is right for you (24)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOU CAN ALREADY DO CERTAIN TASKS.

Listed below are things adults do in everyday life. Please tell us how well you can do these things now by marking a 1 next to the thing you can do best, 2 next to the thing you can do second best, 3 next to the thing you can do third best and 4 next to the thing you can do least well.

n each set, rank 1-4 how well you can do these things:

et 1:

______ Fill out forms at a health clinic (25)

______ Fill out voter registration forms

______ Do the paperwork for a job

______ Write a letter to a friend

et 2:

______ Tell repairmen what to do (examples: car mechanics, plumbers)

______ Listen to others state their thoughts on politics

______ Explain a job to a new worker, when employed

______ Talk about feelings and ideas to friends

et 3:

______ Avoid liquor and drug problems

______ Decide who to vote for in an election

______ Get along with the boss, when employed

______ Deal with changes in the world around you (36)

Listed below are things adults do in everyday life. Please tell us how well you can do these things now by marking a 1 next to the thing you can do best, 2 next to the thing you can do second best, 3 next to the thing you can do third best and 4 next to the thing you can do least well.

On each set, rank 1-4 how well you can do these things:

Set 1:

______ Order goods through the mail (examples: T.V. record offers, catalog orders) (37)

______ Fill out forms for financial assistance (examples: unemployment benefits, ADC)

______ Fill in the spaces on a job application

______ Put your thoughts in writing

Set 2:

______ Talk to family members without arguing

______ Give directions to someone using North, South, East, West

______ Say the right thing at a job interview

______ Understand the meaning of things you see and hear on radio and T.V.

Set 3:

______ Help the family through hard times (examples: serious illness, death of a loved one)

______ Protect your legal rights if arrested or sued

______ Decide what job training you need

______ Make decisions (48)

Listed below are six skills you could learn in adult education classes. Please tell us how important each skill is to you by putting a 1 next to the skill you want to learn first, a 2 next to the skill you want to learn second and so on. Mark the 6 next to the skill least important to you.

______ Reading (49)

______ Arithmetic

______ Decision making

______ Writing

______ Forming values and setting goals

______ Speaking, Listening and Remembering (54)

☐1 (55)

There are no right or wrong answers. Please tell us how you feel about each idea by circling true or false next to each sentence.

I often wish I were someone else.	true	false	(1)
I find it very hard to talk in front of a group.	true	false	
There are lots of things about myself I'd change if I could.	true	false	
I can make up my mind without too much trouble.	true	false	
I'm a lot of fun to be with.	true	false	
I get upset easily at home.	true	false	
It takes me a long time to get used to anything new.	true	false	
I [illegible] popular with people my own age.	true	false	
Too much is expected of me at home.	true	false	
My parents usually consider my feelings.	true	false	
I give in very easily.	true	false	
It's pretty tough to be me.	true	false	
Things are all mixed up in my life.	true	false	(13)

There are no right or wrong answers. Please tell us how you feel about each idea by circling true or false next to each sentence.

14. Other people usually follow my ideas. true false (14

15. I have a low opinion of myself. true false

16. There are many times I'd like to leave home. true false

17. I often feel upset about the work that I do. true false

18. I'm not as nice looking as most people. true false

19. If I have something to say, I usually say it. true false

20. At home, my family understands me. true false

21. Most people are better liked than I am. true false

22. I usually felt as if my parents were pushing me. true false

23. I often get discouraged at what I am doing. true false

24. Things usually don't bother me. true false

25. I can't be depended on. true false

26. I always tell the truth. true false

27. I like everyone I know. true false (27

☐2 (28

Listed below are some reasons why adults stop coming to adult education classes. Please look over the list and tell us why you might stop coming to adult education classes. (Circle ONLY those that apply to you.)

I might stop coming to adult education classes because:

1. I do not like the school work. (1
2. I do not like the classrooms and learning materials.
3. I do not feel I'm learning enough.
4. I do not feel the teachers are good.
5. I do not get enough money or recognition for coming.
6. I do not like the way the school is run.
7. I do not like the other adult learners.
8. I got what I wanted out of adult education.
9. I have too many problems in my personal life.
10. I do not think I am accomplishing anything. (1

3 (1

1. How did you learn about adult education classes?
(circle All that apply)

1. A relative (1)

2. A friend or neighbor

3. Someone from adult education calling you or coming to see you

4. People who help (examples: social workers, priest/minister)

5. My own idea

6. Radio

7. T.V.

8. Newspapers

9. Mailed notices

10. Signs and billboards

11. Michigan Employment Security Commission (MESC)

12. Department of Social Services (DSS)

13. Regular Day School

14. Other, write in:______________________________ (14

2. Do you get money for coming to adult education classes?
(circle One)

1. Yes   2. No (15

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3. In the past have you ever started an adult education class and then dropped out? (circle One)

    1. Yes   2. No (16)

4. As of today, what is your working status? (circle One)

    1. Employed full-time (35 hours or more per week)
    2. Employed part-time (less than 35 hours per week)
    3. Unemployed (17)
    4. Retired
    5. Homemaker
    6. Disabled
    7. Other, write in: ______________________

5. What is the source of your income? (circle All that apply)

    1. Your own work (18)
    2. Your spouse's (husband/wife's) work
    3. ADC (Aid to Dependent Children)
    4. Welfare (including General Assistance)
    5. Unemployment Compensation
    6. Social Security Administration
    7. Veteran's Administration
    8. Other, write in: ______________________ (25)

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6. How many years have you lived in your community?

_______________ years (26-27)

7. How many months have you been enrolled in this adult education program?

_______________ months (28-29)

8. How many years did you go to regular school?

_______________ years (30-31)

9. In what year were you born?

19_________ (32-33)

10. What is your race?
(circle One)

1. Black
2. White
3. Latino, Hispanic
4. Pacific Islander, Asian
5. American Indian
6. Other, write in ______________________________

(34)

11. What is your sex?
(circle One)

1. Female 2. Male (35)

4 (36)

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You don't have to answer these 2 questions if you don't want to:

1. What one change would you make in your adult education program to improve it?

____

____

____

____

____

____

2. THANK YOU VERY MUCH for answering these questions about adult education. We believe your ideas will help us plan better programs. We need to have your name, address and telephone number only for our office records. No one in your school will know what your answers are.

Name: ______________________________________

Address: ____________________________________

City: ______________________ Zip Code: __________

Telephone: __________________________________

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THIRD GENERATION PILOT STUDY

Tuesday, January 17, 1978   12:30 p.m. to --?

OAKLAND COUNTY JAIL: Mony Schaughnessy
Pontiac, Michigan (North on Telegraph Road)

Student Survey Form MA

Phone: 858-4999

STUDENT SURVEY

TEACHER INSTRUCTIONS

FORM MA

TEACHER: CLOSE THE DOOR.

TEACHER READ TO CLASS:

TODAY WE ARE GOING TO TAKE PART IN AN IMPORTANT SURVEY OF YOUR OPINIONS ABOUT ADULT EDUCATION. THIS IS NOT A TEST. THERE ARE NO RIGHT OR WRONG ANSWERS. YOUR FEELINGS ABOUT ADULT EDUCATION ARE IMPORTANT TO THE PEOPLE WHO WANT TO MAKE THEM BETTER FOR YOU. PLEASE ANSWER ALL THE QUESTIONS HONESTLY SO THAT THEY CAN KNOW WHAT YOU REALLY WANT TO LEARN. PLEASE CLEAR YOUR DESKS OF EVERYTHING BUT A PEN OR PENCIL. DO NOT START THE QUESTIONS ON YOUR OWN. IT IS IMPORTANT THAT WE ALL GO THROUGH THEM TOGETHER. TURN TO PAGE ONE NOW. YOU WILL SEE A LARGE "1" IN THE LOWER, RIGHT-HAND CORNER OF THE PAGE. LET US READ THIS STATEMENT BEFORE TURNING TO PAGE 2 WHERE WE WILL BEGIN THE SURVEY.

IN THIS PART OF THE SURVEY YOU CAN TELL

US HOW IMPORTANT IT IS FOR YOU TO LEARN

CERTAIN TASKS.

IVATE NOTE TO TEACHER: REMIND THE STUDENTS THAT WE ARE INTERESTED IN THEIR INDIVIDUAL
INIONS AND THAT IT IS IMPORTANT FOR US TO KNOW WHICH THINGS THEY WANT TO LEARN MOST. AS
U READ THROUGH THE LIFE ROLE COMPETENCIES (LRC's) REMIND THE STUDENTS THAT THEY WILL HAVE
WORK VERY HARD AND VERY LONG IN ORDER TO ACHIEVE THOSE EDUCATIONAL OBJECTIVES AND THAT THEY
Y RIGHTFULLY CHOOSE TO WITHHOLD THAT EFFORT.

There are no right or wrong answers. Circle the number that best shows how you feel about each idea. CIRCLE THE NUMBER 1 IF YOU STRONGLY DISAGREE WITH THE STATEMENT. CIRCLE THE NUMBER 2 IF YOU DISAGREE WITH THE STATEMENT. CIRCLE THE NUMBER 3 IF YOU AGREE WITH THE STATEMENT. CIRCLE THE NUMBER 4 IF YOU STRONGLY AGREE WITH THE STATEMENT. YOU MUST CIRCLE ONLY ONE NUMBER FOR EACH QUESTION.

am willing to work very long and hard in
rder to learn how to:

	Strongly Disagree	Disagree	Agree	Strongly Agree	
01. Read newspapers and magazine advertisements carefully enough to spot lies	1	2	3	4	(1)
E TO TEACHER: REPEAT INSTRUCTIONS AT THE TOP OF THIS PAGE.)					
02. Fill out voter registration forms	1	2	3	4	
03. Say the right thing at a job interview	1	2	3	4	
WILLING TO WORK VERY LONG AND HARD IN ORDER TO LEARN HOW TO:					
04. Keep score in games (example: bowling, cards)	1	2	3	4	
E TO TEACHER: REPEAT INSTRUCTIONS AT THE TOP OF THIS PAGE.)					
05. Avoid liquor and drug problems	1	2	3	4	
6. Participate in our system of government	1	2	3	4	
WILLING TO WORK VERY LONG AND HARD IN ORDER TO LEARN HOW TO:					
7. Read help wanted ads	1	2	3	4	
8. Write a letter to a friend	1	2	3	4	
9. Tell repairmen what to do (examples: plumbers, car mechanics)	1	2	3	4	
WILLING TO WORK VERY LONG AND HARD IN ORDER TO LEARN HOW TO:					
0. Figure out sales taxes	1	2	3	4	
1. Decide what job training I need	1	2	3	4	
2. Choose what sexual behavior is right for me	1	2	3	4	(12)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOU CAN ALREADY DO CERTAIN TASKS.

(NOTE TO TEACHER: PLEASE MAKE SURE YOUR STUDENTS UNDERSTAND THE DIFFERENCE BETWEEN THE FOLLOWING SECTION AND THE ONE JUST COMPLETED. IN THE FOLLOWING SECTION, WE ARE INTERESTED ONLY IN HOW WELL EACH STUDENT CAN ALREADY DO THE VARIOUS ACTIVITIES.)

3

There are no right or wrong answers. Circle the number that best shows how you feel about each idea. CIRCLE THE NUMBER 1 IF YOU STRONGLY DISAGREE WITH THE STATEMENT. CIRCLE THE NUMBER 2 IF YOU DISAGREE WITH THE STATEMENT. CIRCLE THE NUMBER 3 IF YOU AGREE WITH THE STATEMENT. CIRCLE THE NUMBER 4 IF YOU STRONGLY AGREE WITH THE STATEMENT. YOU MUST CIRCLE ONLY ONE NUMBER FOR EACH QUESTION.

I already know how to:	Strongly Disagree	Disagree	Agree	Strongly Agree	
401. Read a newspaper to learn about what is going on in the world	1	2	3	4	(13)
(NOTE TO TEACHER: REPEAT INSTRUCTIONS AT THE TOP OF THIS PAGE.)					
402. Fill in the spaces on a job application	1	2	3	4	
403. Understand the meaning of things I see and hear on radio and T.V.	1	2	3	4	
ALREADY KNOW HOW TO:					
404. Figure out the best buys when shopping	1	2	3	4	
NOTE TO TEACHER: REPEAT INSTRUCTIONS AT THE TOP OF THIS PAGE.)					
405. Decide who to vote for in an election	1	2	3	4	
406. Enjoy my work, when employed	1	2	3	4	
ALREADY KNOW HOW TO:					
407. Read magazines for pleasure	1	2	3	4	
408. Order goods through the mail (examples: T.V. record offers, catalog orders)	1	2	3	4	
409. Listen to others talk about politics	1	2	3	4	
ALREADY KNOW HOW TO:					
410. Understand what my paycheck deductions mean	1	2	3	4	
411. Deal with changes in the world around me	1	2	3	4	
412. Choose a way to live my life that will bring me happiness	1	2	3	4	(24)

Listed below are some classroom activities that teachers could include in adult education programs. Remembering that all things cannot fit during classtime, please tell us how much of each activity should go on in class. Circle the number that best shows how you feel about each idea.

(NOTE TO TEACHER: REMIND THE STUDENTS THAT THEY SHOULD CIRCLE 4 IF THEY WANT AN ACTIVITY TO BE GOING ON ALWAYS, 3 IF THEY WANT IT GOING ON OFTEN, 2 FOR SOMETIMES AND 1 FOR NEVER.

y teacher should use my classtime to:	Never	Sometimes	Often	Always	
Answer my questions	1	2	3	4	(25)
(NOTE TO TEACHER: REPEAT INSTRUCTIONS AT THE TOP OF THIS PAGE.)					
Ask me questions	1	2	3	4	
Correct my paper and keep the room neat	1	2	3	4	
TEACHER SHOULD USE MY CLASSTIME TO:					
Use radio, T.V. and movies in class	1	2	3	4	
(NOTE TO TEACHER: REPEAT INSTRUCTIONS AT THE TOP OF THIS PAGE.)					
Use machines that teach (computers)	1	2	3	4	
Work with small groups of adult learners	1	2	3	4	
TEACHER SHOULD USE MY CLASSTIME TO:					
Help me practice skills	1	2	3	4	
Praise me for what I do in class	1	2	3	4	
Let me choose what I want to learn	1	2	3	4	
TEACHER SHOULD USE MY CLASSTIME TO:					
Know how different I am from younger learners	1	2	3	4	
Help me plan my education	1	2	3	4	
Tell me about job training I can get	1	2	3	4	
TEACHER SHOULD USE MY CLASSTIME TO:					
Help me with family problems	1	2	3	4	
Tell me how to get help if I need money	1	2	3	4	(38)
				☐1	(39)

Listed below are some ideas that people sometimes think about. Please look at each idea carefully and tell us how much you believe in each one. Circle 1 if you think the idea is never true, 2 if it is sometimes true, 3 if it is often true and 4 if it is always true.

I believe that:	Never	Sometimes	Often	Always	
1. I know what I want out of this adult education program	1	2	3	4	(1)
NOTE TO TEACHER: REPEAT INSTRUCTIONS AT THE TOP OF THIS PAGE.)					
2. Adult education will help me "make it in life"	1	2	3	4	
I BELIEVE THAT:					
3. I will use what I learn in adult education in my everyday life	1	2	3	4	
4. The work in this adult education program is too hard	1	2	3	4	
I BELIEVE THAT:					
5. [illegible] am getting what I want out of this adult education program	1	2	3	4	
OTE TO TEACHER: REPEAT INSTRUCTIONS AT THE TOP OF THIS PAGE.)					
6. It is important that I keep learning all of my life	1	2	3	4	
BELIEVE THAT:					
7. I will do well in this adult education program	1	2	3	4	
8. Adult education teachers are happy in their work	1	2	3	4	
BELIEVE THAT:					
9. Adult education teachers like adult learners	1	2	3	4	
0. Adult education teachers expect me to do well in class	1	2	3	4	(10)

Listed below are some reasons why adults start coming to adult education classes. Please look over the list and tell us why you started coming to adult education classes. (Circle no more than 6) (NOTE TO TEACHER: REMIND THE STUDENTS THAT WE ARE INTERESTED IN THE MAIN REASONS THAT THEY STARTED ADULT EDUCATION CLASSES. THEY MUST NOT CIRCLE ANY MORE THAN 6.)

I started coming to adult education classes to:

1. Improve my job situation. (11)
2. Complete a high school diploma/pass the G. E. D. test.
3. Improve my basic skills (reading, writing).

I STARTED COMING TO ADULT EDUCATION CLASSES TO:

4. Feel better about myself.
5. Get ready to go to college or vocational school.
6. Learn English.

I STARTED COMING TO ADULT EDUCATION CLASSES TO:

7. Meet people.
8. Become better informed.
9. Be better able to take care of my family.

Listed below are some reasons why adults keep coming to adult education classes. Please look over the list and tell us why you keep coming to adult education classes. (Circle no more than 6) (NOTE TO EACHER: REMIND THE STUDENTS THAT WE ARE INTERESTED IN ONLY THE MAIN REASONS WHY THEY CONTINUE OMING TO ADULT EDUCATION CLASSES. THEY MUST NOT CIRCLE ANY MORE THAN 6.)

I keep coming to adult education classes because:

1. I like the school work.
2. I like the classrooms and learning materials.
3. I'm learning something useful.

KEEP COMING TO ADULT EDUCATION CLASSES BECAUSE:

4. The teachers are good.
5. I get money for coming.
6. I like the way the school is run.

KEEP COMING TO ADULT EDUCATION CLASSES BECAUSE:

7. I like the other adult learners.
8. I don't have too many personal problems.
9. I think I am accomplishing something.
10. I get recognition for coming. (29)

7

Listed below are some reasons that keep people from taking adult education classes. Please think of someone you know who needs more education and tell us why they don't come to classes. (Circle no more than 6) (NOTE TO TEACHER: REMIND THE STUDENTS WE ARE INTERESTED IN ONLY THE MAIN REASONS WHY OTHERS STAY AWAY FROM CLASSES. CIRCLE NO MORE THAN 6.)

Someone I know doesn't come to adult education classes because:

1. They don't know about adult education classes. (30)

2. They are afraid they can't do the class work.

3. They don't think it will do them any good.

OMEONE I KNOW DOESN'T COME TO ADULT EDUCATION CLASSES BECAUSE:

4. They don't like where the classes are held.

5. They don't like when the classes are held.

6. They can't afford the costs (examples: books, transportation).

OMEONE I KNOW DOESN'T COME TO ADULT EDUCATION CLASSES BECAUSE:

7. They don't have time.

8. They can't get a babysitter.

9. They are afraid of new experiences.

MEONE I KNOW DOESN'T COME TO ADULT EDUCATION CLASSES BECAUSE:

10. They don't go out much because of poor health.

11. They dislike school.

12. They don't live in one place long enough.

MEONE I KNOW DOESN'T COME TO ADULT EDUCATION CLASSES BECAUSE:

13. They are afraid of being robbed or beaten up.

14. They are embarrassed to admit that they can't read or write.

15. Other, write in: ______________________________

______________________________ (44)

2 (45)

Listed below are words that describe people's behavior. Please look at each word carefully and tell us which behaviors help you learn and which do not. (NOTE TO TEACHER: PLEASE STATE THE STEM: "IT HELPS ME
HEN MY TEACHERS ARE:" EVERY FIVE LINES OR SO.)
RY TO MOVE AS QUICKLY AS POSSIBLE THROUGH THE
ORDS.

Circle Y for Yes
N for No
D for Don't Know

HAVE THE STUDENTS CIRCLE "D" IF THEY DON'T HAVE AN OPINION OR IF THEY DON'T KNOW THE WORD.

T HELPS ME WHEN MY TEACHERS ARE:

(1) (35)

1. Y D N Bossy
2. Y D N Fussy
3. Y D N Anxious
4. Y D N Outspoken
5. Y D N Trusting
6. Y D N Awkward
7. Y D N Worrying
8. Y D N Gentle
9. Y D N Tidy
10. Y D N Lonely
11. Y D N Capable
12. Y D N Imaginative
13. Y D N Out-going
14. Y D N Excitable
15. Y D N Reliable
16. Y D N Shrewd
17. Y D N Unselfish
18. Y D N Active
19. Y D N Clear-thinking
20. Y D N Friendly
21. Y D N Inventive
22. Y D N Productive
23. Y D N Persisting
24. Y D N Wise
25. Y D N Understanding
26. Y D N Alert
27. Y D N Courteous
28. Y D N Energetic
29. Y D N Forgetful
30. Y D N Industrious
31. Y D N Short-tempered
32. [illegible] D N Thorough
3. Y D N Adaptable
34. Y D N Moody

35. Y D N Poised
36. Y D N Spiritual
37. Y D N Reserved
38. Y D N Careful
39. Y D N Efficient
40. Y D N Competitive
41. Y D N Impatient
42. Y D N Ambitious
43. Y D N Confident
44. Y D N Cautious
45. Y D N Absentminded
46. Y D N Forgiving
47. Y D N Modest
48. Y D N Independent
49. Y D N Logical
50. Y D N Moderate
51. Y D N Pleasant
52. Y D N Sensitive
53. Y D N Resourceful
54. Y D N Spontaneous
55. Y D N Tolerant
56. Y D N Temperamental
57. Y D N Adventurous
58. Y D N Soft-spoken
59. Y D N Frank
60. Y D N Courageous
61. Y D N Demanding
62. Y D N Enthusiastic
63. Y D N Forceful
64. Y D N Humble
65. Y D N Hasty
66. Y D N Optimistic
67. Y D N High-strung
68. Y D N Precise

(34) 9 (68)

650

3 (69)

Listed below are words that describe people's behavior. Please look at each word carefully and tell us which behaviors help you learn and which do not. (NOTE TO TEACHER: PLEASE STATE THE STEM: "IT HELPS ME HEN MY TEACHERS ARE:" EVERY FIVE LINES OR SO.) RY TO MOVE AS QUICKLY AS POSSIBLE THROUGH THE ORDS.

Circle Y for Yes
N for No
D for Don't Know

HAVE THE STUDENTS CIRCLE "D" IF THEY DON'T HAVE AN OPINION OR IF THEY DON'T KNOW THE WORD.

(1) (36)

T HELPS ME WHEN MY TEACHERS ARE:

69. Y D N Polite
70. Y D N Bold
71. Y D N Relaxed
72. Y D N Stubborn
73. Y D N Thrifty
74. Y D N Critical
75. Y D N Clever
76. Y D N Unconventional
77. Y D N Moral
78. Y D N Shy
79. Y D N Organized
80. Y D N Practical
81. Y D N Impulsive
82. Y D N Tactful
83. Y D N Thoughtful
84. Y D N Sociable
85. Y D N Cheerful
86. Y D N Persuasive
87. Y D N Enterprising
88. Y D N Helpful
89. Y D N Hard-working
90. Y D N Original
91. Y D N Stable
92. Y D N Talkative
93. Y D N Humorous
94. Y D N Restless
95. Y D N Generous
96. Y D N Skillful
97. Y D N Argumentative
98. Y D N Nervous
99. Y D N Charming
00. Y D N Easygoing
01. Y D N Aggressive
02. Y D N Serious
03. Y D N Reckless

104. Y D N Withdrawn
105. Y D N Rebellious
106. Y D N Musical
107. Y D N Calm
108. Y D N Quiet
109. Y D N Creative
110. Y D N Religious
111. Y D N Athletic
112. Y D N Self-controlled
113. Y D N Daring
114. Y D N Curious
115. Y D N Scientific
116. Y D N Artistic
117. Y D N Mechanical
118. Y D N Talented
119. Y D N Witty
120. Y D N Tense
121. Y D N Weak
122. Y D N Touchy
123. Y D N Rugged
124. Y D N Sentimental
125. Y D N Complex
126. Y D N Romantic
127. Y D N Expressive
128. Y D N Pessimistic
129. Y D N Cold-hearted
130. Y D N Entertaining
131. Y D N Prompt
132. Y D N Giving
133. Y D N Dissatisfied
134. Y D N Popular
135. Y D N Gifted
136. Y D N Healthy
137. Y D N Dependent
138. Y D N Fun

651

10

(35) 4 (70)
(71)

Listed below are words that describe people's behavior. Please look at each word carefully and tell us which behaviors help you learn and which do not. (NOTE TO TEACHER: PLEASE STATE THE STEM: "IT HELPS ME
MY TEACHERS ARE:" EVERY FIVE LINES OR SO.)
TO MOVE AS QUICKLY AS POSSIBLE THROUGH THE
S.

Circle Y for Yes
N for No
D for Don't Know

HAVE THE STUDENTS CIRCLE "D" IF THEY DON'T HAVE AN OPINI OR IF THEY DON'T KNOW THE WORD.

ELPS ME WHEN MY TEACHERS ARE:

(1) (35)

9. Y D N Grubby
0. Y D N Considerate
1. Y D N Flexible
2. Y D N Changeable
3. Y D N Patient
4. Y D N Unreliable
5. Y D N Open-minded
6. Y D N Careless
7. Y D N Unconcerned
8. Y D N Noisy
9. Y D N Brave
0. Y D N Blunt
1. Y D N Neat
2. Y D N Light-hearted
3. Y D N Bashful
4. Y D N Kind
5. Y D N Nasty
6. Y D N Loyal
7. Y D N Loud
8. Y D N Involved
9. Y D N Sloppy
0. Y D N Sick
1. Y D N Tough
2. Y D N Suspicious
3. Y D N Self-conscious
4. Y D N Conforming
5. Y D N Rough
. Y D N Sexy
. Y D N Responsible
. Y D N Exhausted
. Y D N Unsure
. Y D N Graceful
. Y D N Eager
Y D N Progressive

173. Y D N Good-natured
174. Y D N Hostile
175. Y D N Picky
176. Y D N Funny
177. Y D N Happy
178. Y D N Confused
179. Y D N Flirtatious
180. Y D N Perfectionistic
181. Y D N Clumsy
182. Y D N Unreasonable
183. Y D N Orderly
184. Y D N Casual
185. Y D N Unpredictable
186. Y D N Old-fashioned
187. Y D N Carefree
188. Y D N Achieving
189. Y D N Negative
190. Y D N Likable
191. Y D N Bitchy
192. Y D N Nature-lover
193. Y D N Liberal
194. Y D N Afraid
195. Y D N Lazy
196. Y D N Agreeable
197. Y D N Slow
198. Y D N Lively
199. Y D N Insecure
200. Y D N Idealistic

(34) 11 (62)
5 (63)

1. How did you learn about adult education classes?
(circle All that apply) CIRCLE THE NUMBERS YOU CHOOSE AS WE READ THE LIST TOGETHER.

1. A relative (1)
2. A friend or neighbor
3. Someone from adult education calling you or coming to see you
4. People who help (examples: social workers, priest/minister)
5. My own idea
6. Radio
7. T.V.
8. Newspapers
9. Mailed notices
10. Signs and billboards
11. Michigan Employment Security Commission (MESC)
12. Department of Social Services (DSS)
13. Regular Day School
14. Other, write in:______________________________ (14)

2. Will you stop getting money if you stop coming to adult education classes?
(circle One)

1. Yes 2. No (15)

3. In the past have you ever started an adult education class and then dropped out? (circle One)

1. Yes 2. No (16

4. As of today, what is your working status? (circle One)

1. Employed full-time (35 hours or more per week)
2. Employed part-time (less than 35 hours per week)
3. Unemployed
4. Retired (17
5. Homemaker
6. Disabled
7. Other, write in: ____________________

5. What is the source of your income? (circle All that apply)
CIRCLE THE NUMBERS YOU CHOOSE AS WE READ THE LIST TOGETHER.

1. Your own work (18)
2. Your spouse's (husband/wife's) work
3. ADC (Aid to Dependent Children)
4. Welfare (including General Assistance)
5. Unemployment Compensation
6. Social Security Administration
7. Veteran's Administration
8. Other, write in: 654 (25)

6. How many years have you lived in this neighborhood? (NOTE TO TEACHER: ON THIS QUESTION ASK THE STUDENTS TO MAKE ROUGH ESTIMATES.)

________________ years (26-27)

7. How many months have you been enrolled in this adult education program? (NOTE TO TEACHER: ON THIS QUESTION ASK THE STUDENTS TO MAKE ROUGH ESTIMATES.)

________________ months (28-29)

8. How old were you when you quit regular school?

________________ years old (30-31)

9. What was the highest grade you finished in regular school?

________________ grade (32-33)

10. In what year were you born?

19__________ (34-35)

11. What is your race? (circle One)

1. Black (36)
2. White
3. Latino, Hispanic
4. Asian, Pacific Islander
5. American Indian

12. What is your sex? (circle One)

1. Female 2. Male (37)

6 (38)

You don't have to answer these 2 questions if you don't want to:

1. What one change would you make in your adult education program to improve it?

2. THANK YOU VERY MUCH for answering these questions about adult education. We believe your ideas will help us plan better programs. We need to have your name, address and telephone number only for our office records. No one in your school will know what your answers are.

Name: ______________________________

Address: ______________________________

City: ____________________ Zip Code: __________

Telephone: ______________________________

APPENDIX E

ABE PRACTITIONER'S BIBLIOGRAPHY

TABLE OF CONTENTS

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A. PERSONAL AND FAMILY MANAGEMENT
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PERSONAL AND FAMILY MANAGEMENT: CONSUMER ECONOMICS

Allied Education Council, P. O. Box 78, Galien, MI 49113
Consumer Buying - Basic Numbers and Money,
Byron Chapman, Louis Schultz, Kent Copeman, Catherine Schulz
Copyright - 1975   R.L. 3.6 $2.50

Programmed material - how to work with money, how to work with numbers, working with ads, practice sheets and glossary. Designed to teach students how to read, use newspaper ads, numbers and money. Book covers basic arithmetic. Answer column is provided in left margin of each practical work page. Practice work sheets on addition, subtraction, multiplication, and division are included.

Award Books, Universal Award House, Subsidiary of Universal Publishing and Distributing Corp., 235 East 45th St., New York, New York 10017
Consumer Swindlers and How To Avoid Them,
John L. Springer
Copyright - 1970   R.L. 14.4 $2.45

A layman's guide on how to avoid swindlers, repairmen, home improvements, investments, buying land, borrowing money, medical quacks, contracts, mail and phone, bargain sales, are discussed using actual case histories. Author then shows how victims of swindlers could have avoided their plight. Interesting reading for those who are on a better than high-school reading level. Teachers could make use of many ideas and advice presented. Good teacher reference.

Bantam Books, Inc. School and College Div., 666 Fifth Ave., New York, New York 10019
Consumer Beware!
Beatrice Trum Hunter
Copyright - 1971   R.L. 12.7 $1.95

An expose of where your food has been and what has been done to it. Book discusses the topic of the safety of the foods we eat. Can be used as a teacher resource.

You Can Profit From a Monetary Crisis,
Harry Browne
Copyright - 1975   R.L. 9.6 $2.25

Book discusses our current economic conditions and how one may invest and profit. Interesting background reading for teachers and advanced ABE students.

The Consumer Union Report on Life Insurance,
Editors of Consumer Reports
Copyright - 1972 R.L. 11.1 $1.95

Book explains how to best buy life insurance. Explains whole life, endowment at 65, mortgage protection, renewable term, etc. Gives criteria for buying insurance. Good background reading for teachers, teaching units on life insurance.

Barron's Educational Series, Inc., 113 Crossways Park Dr., Woodbury, New York 11797
Shopper's Guide: How To Get the Most for Your Money,
U. S. Department of Agriculture
Copyright - 1975 R.L. 8.4 $2.95

Resembles a year-book of Agriculture: How to be a smart food shopper, improve your home, choose household equipment to fit needs, make a garden bloom, shop wisely for services, make the most of leisure time. This 350 page volume is an excellent guide for shoppers in America. Teachers can readily refer to this book.

Behavioral Research Lab., Inc. Ladera Professional Center, Box 577, Palo Alto, California
Consumer Mathematics Series,
David H. Knowles
Copyright - 1972 R.L. 7.0-9.0 $110.78

This series consists of a text, test booklet and teacher's manual covering seven areas of consumer mathematics. Actual financial and vocational situations are presented in a programmed format. The following areas are covered: Vocational Opportunities and Lifetime Earnings, The Pay Check, The Household Budget, The Wise Buyer, Income Tax, Insurance and Investments.

CEBCO Pflaum Publishing, 104 Fifth Ave., New York, New York 10011
Basic Skills in Shopping/Long Run Duplicator Masters,
Eleanor R. Young
Copyright - 1974 R.L. 4.8-8.3 $7.95

Ditto masters covering topics such as supermarket ads, comparison shopping, estimating total purchases, mail order ads, etc. One to five worksheets are devoted to each topic. May be used in upper ABE and ESL as well as math classes.

Dell Publishing Co., Inc., P.O.Box 1000, Pinebrook, New Jersey 07058
How To Live Cheap But Good,
Martin Poriss
Copyright - 1971 R.L. 12.4 $3.00

Tips on saving money in food, housing, clothing, furnishings, health, repairs, etc. Small print makes reading difficult, but good tips make it a handy teacher resource.

Enough! Revolt of the American Consumer,
Doris Faber
Copyright - 1972   R.L. 12.0 $ .95

An interesting history of the American consumer protection movement. Interesting background information for teachers.

Fearon Publishers, Inc., Lear Siegler Inc., 6 Davis Dr., Belmont, California 94002

Pacemaker Practical Arithmetic Series:
Money Makes Sense,
Hanna Kahn
Copyright - 1973   R.L. 2.8 $2.10

Worktext designed for slow learner. Covers coin recognition, relative value, counting change at the store, selecting the correct change. Excellent for slow learners.

Pacemaker Practical Arithmetic Series:
Using Dollars and Sense, Second Edition
Hanna Kahn
Copyright - 1973   R.L. 2.7 $2.00

Should be used after work-text, Money Makes Sense. Designed for slow learner. Introduces five dollar, ten dollar, twenty dollar bills. Practical problems using addition, subtraction, multiplication, division skills are included. Excellent for those on low level of reading.

Pacemaker Practical Arithmetic Series:
Working Makes Sense,
Hanna Kahn
Copyright - 1973   R.L. 3-4.8 $2.40

Continues from first two books in series. This worktext continues to use money experiences to teach basic arithmetic skills by presenting them in the context of earning, spending, and saving. Teacher manual included.

What It Takes,
Clayton Thompson
Copyright - 1972   R.L. 2.4-5.1 $ .90

This story handbook uses the fictional "Johnson" family to show the fundamental principles of independent living. It is intended for Special Education students. The story covers such real problems as a father abandoning the family, drop outs, part time jobs, being cheated, belief in yourself. Questions at end of book for each chapter are to elicit discussion. Excellent teacher manual included. Fine material for special education, high school or adult students. Can be used by teacher to read to students if students cannot yet read at this level. Although same story line is used throughout, each chapter may be used independently.

661

Federal Reserve Bank of New York, New York, N.Y. 10045

Money! Master or Servant?
Joint Council on Economic Education
Copyright - 1969 R.L. 12

Deals with problem of balance, creating money, dollars-deposit and reserve, Federal Reserve Bank credit, Federal Reserve earning, price of reserves, money market, and outline of Federal Reserve Organization. A small booklet on a very high academic level dealing with higher economics. Good background material.

Follett Educational Corporation, 1010 W. Washington, Chicago, Illinois 60607

Head of Household,
Clarion House
Copyright - 1968 R.L. 4.0 $1.65

Welfare recipient goes to Family Guidance Service for financial and budgeting advice. Realistic in personal story form. Interesting problems stated and solved.

The Money You Spend,
Richard H. Turner
Copyright - 1974 R.L. 3.0 $ .69

Deals with practical problems about spending money. Consumer education for less sophisticated clientele.

Accent/Consumer Education:
Knowing How To Budget and Buy, Revised Edition,
H. Mac Bohlman, Herbert W. Bohlman, Edna McCaull Bohlman
Copyright - 1975 R.L. 10.5 $ .87

Short chapters divided into smaller units. Deals with necessity for careful budgeting, money management, proportions of income that are likely to be needed in each spending catagory. Gives suggestions on taking advantage of bargains. Good for high-school and adult students. May be adapted to various teaching methods. Teacher's guide included.

Accent/Consumer Education:
Insuring Your Life, Income and Property, Revised Edition,
H. Mac Bohlman, Herbert W. Bohlman, Edna McCaull Bohlman
Copyright - 1975 R.L. 10.8 $ .87

Short chapters further divided into smaller units. Chapters include - insurance: protection against risks, life insurance, background and policies, life insurance: your policy, annuities and pensions, accident and health insurance, group policies, property insurance, government regulation of insurance. Good for high school students and adults. Helps in evaluating own needs. Easily adapted to various teaching methods. Includes teacher's guide.

662

Accent/Consumer Education:
Understanding Consumer Credit, Revised Edition
H. Mac Bohlman, Herbert W. Bohlman, Edna McCaull Bohlman
Copyright - 1975 R.L. 10.1 $1.50

Short chapters further divided into smaller units. Subjects include what is credit?, reasons, cost, ability, and types of borrowing, collateral, government regulation of consumer credit, questions and problems to consider. Good for high school students and adults. Easily adapted to various teaching methods. Teacher's guide included.

Accent/Family Finances:
Family of Five,
Clarion House
Copyright - 1968 R.L. 6.0 $ .99

Worktext deals with a city family living on a below average income. Students must use basic arithmetic skills to solve problems relative to situation. Purpose of worktext is to develop those skills and acquire an understanding of budgeting principles. Teacher's copy is same as students with answers written in. Arithmetic is on 7th grade level. Suitable for ABE classes.

On Your Own - How Marcia Learned to Handle Her Own Money,
Clarion House
Copyright - 1968 R.L. 5.7 $ .69

Reveals in story form such information as getting along on your own financially, checking accounts, credit, expenses of getting an apartment. Realistic, personal story which includes factual information and practice exercises. Teacher's guide contains answers only.

Containers: How to Compare the Prices of Their Contents,
Clarion House
Copyright - 1968 R.L. 7.5 $ .99

The book features exercises involving comparing containers of the same size, different sizes, figuring cost per ounce and learning to use an attached weight measure and price wheel.

Ford Motor Company, The American Road, Dearborn, MI
Car Buying Made Easier, 1976 Edition
Ford Motor Company
Copyright - 1976 R.L. 11.1 Free

Section I concerns car buying in general - sizes, types, engines, options, etc. Section II covers all features and specifications and prices of Fords, Mercurys and Lincolns. Good general information keeping in mind that it is written by Ford Motor Company.

663

General Learning Corporation, Career Advancement Programs, 753 Fairfield, Bridgeport, Conn. 06604

Mathematics For Home and Business,
Copyright - 1968   R.L. 7.2 to 10.1

Programmed worktext covering weight, dry and liquid measures, linear measurement, shopping, paycheck, managing you money, installment buying and income tax. Useful for those who need little individual instruction in math.

Harper & Row Publishers, 10 East 53rd. St., New York, N.Y. 10022

Consumerism/Things Ralph Nader Never Told You,
Editors of Fortune
Copyright - 1972   R.L. 14.1 $ .95

Consumer protection articles covering the following areas: row over phosphates, toys, auto safety needs, appliances, packaging. Interesting background material for teachers.

Hawthorn Books, Inc., 260 Madison Ave., New York, N.Y. 10016

What Social Security Owes You and How To Get It,
Thomas O. Rogers
Copyright - 1971   R.L. 9.0 $4.95

A complete guide for workers, wives, widows, or children on social security: how to qualify, when to apply, what must be proved, how to obtain and where to send for records such as birth, marriage, etc. Tables, samples and fill in letters included. Practical information on Social Security and how to best receive what is due.

Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, N.Y. 10017

Consumer Related Mathematics: A Business Approach,
Wallace Kravitz and Vincent Brant
Copyright - 1971   R.L. 4.5 $4.47

Reviews basic math operations including decimals and percents, applies these operations to banking situations, savings and investments, taxes, insurance and an introduction to geometry and scale drawing. Each section includes a vocabulary development lesson, a real life situation story requiring math skills, skill development exercises, applying skills exercises and tests.

Houghton Mifflin Company, 1 Beacon St., Boston, Mass. 02107
Wise Use of Buy Power,
Helen M. Thal
Copyright - 1973 R.L. 12.6

Contents include socio-economic setting of families, family money management and financial information to aid decision-making. Complete set includes text, workbook and teacher's guide. In addition the epilogue features an outside reading list, teacher references and teaching materials. The leader guide includes enrichment problems for class practice.

Business Enterprise in American Life,
Thomas C. Cochran
Copyright - 1974 R.L. 11.4 $2.97

A historical survey of pre-industrial America, the coming of industrialism, the manufacturing era, and the emergence of a service society. Good background material for consumer economics study.

Institute of Life Insurance, Education Services, 277 Park Ave., New York, New York 10017
Making The Most of Your Money,
Copyright - 1968 R.L. 3.4 Free

A good introduction to money management in story form with comprehension exercises at the end of each story. Interesting for the ABE student for reading, discussion and information.

Handbook of Life Insurance,
R. Wilfred Kelsey and Arthur C. Daniels
Copyright - 1971 R.L. 11.1 Free

The book deals with the following insurance information: social aspects of life insurance, how life insurance provides security, how annuities provide security, values of life insurance policies, buying life insurance and pointers for policy holders. Good handbook designed to be used as a reference when teaching units on life insurance.

The Search for Economic Security,
Institute of Life Insurance
Copyright - 1972 R.L. 11.4 Free

A historical approach in text form of the American evolving pattern of family security. Includes colonial heritage, economic risks in the age of Jackson, money and morality, depression and economic security today. Presentation is slanted from an insurance point of view.

Joint Council on Economic Education, 2 West 46th St., New York, NY 10036
Economic Education Experiences of Enterprising Teachers,
Jere W. Clark, Editor
Copyright - 1965 R.L. 12+

Series of significant teaching practices in economic education by teachers in the field covering the panorama of economics at the elementary level to programs for advanced high school students. Good for teachers of consumer economics. Nothing specific on teaching adults although many ideas could be adapted.

Laidlaw Bros. Thatcher & Madison, River Forest, Illinois 60305
Economics for the Consumer,
William Saalach
Copyright - 1975 R.L. 5.8 $1.59

Includes comparative economics, consumers in the marketplace, Federal Reserve System, government services, GNP, inflation, recession and taxes. Very well illustrated. Provides exercises giving an opportunity to do some practical consumer problem solving. Explains contemporary consumer problems in simple language, with difficult terminology spelled phonetically for correct pronunciation. Includes section check up, summaries, reviews, projects and activities plus skill checks.

Learning to Be a Better Buyer,
William Saalach
Copyright - 1974 R.L. 6.9 $1.59

Information on advertising, car loans and insurance, housing choice, costs and mortgages, comparison shopping, products and prices, retail stores and transportation costs. Well organized and illustrated book. Could easily be used with students reading below this level. Provides much practical application in everyday life problems.

Consumer Rights and Protection,
William Saalach
Copyright - 1975 R.L. 6.9 $1.59

Contains advertising, auto insurance, benefits for elderly, families, childred and veterans, consumer organizations, contracts, frauds, government protection, health, homeowners liability, property, life and retirement insurance, social security, compensation and renting information. Excellent charts, tables and graphs plus glossary of pertinent consumer terms. All information pertinent and practical for today's consumer. Well organized chapters with summary, review, projects, activities and check ups.

The Consumer and The American Economy:
Managing Your Money and Credit,
William Saalach
Copyright - 1974 R.L. 6.9 $1.59

This book stresses consumer's role in money management, saving and investing, understanding consumer credit and using consumer credit. Very realistic, up to date. Good for class discussion and self evaluation. Teacher's manual is included.

The Consumer and Current Issues,
William Saalack
Copyright - 1974 R.L. 7.5 $1.59

Topics covered include consumers in a prosperous economy problem of poverty, labor market, ecology and the economy. Excellent overview with good exercises and project activities at the end of each chapter - discussion of decision making techniques. Teacher guide with performance objectives, important ideas and enrichment activities included.

Lawson Book Company, 9488 Sara St., Elk Grove, California 95624
Everyday Business,
Gary D. Lawson
Copyright - 1970 R.L. 2.7-6.3 $2.00

Work text consisting of the following units: Banking, Budgeting, Buying, Federal Income Tax, Insurance. Units are divided into short chapters. Very practical - many common forms such as deposit slips to fill out are included.

Learning System, Division of Richard D. Irwin, Inc., Homewood, Ill. 60430
Irwin Programmed Learning Aid Series:
Self Review in Principles of Economics Macro,
Lloyd G. Reynolds
Copyright - 1971,1973 R.L. College level

An extensive semi-programmed text on the principles of economics: Materials cover such areas as monetary policy and Federal Reserve and trade flows. College level economics - might be used by superior high school level students interested in economic principles and as a teacher resource.

Irwin Programmed Learning Aid Series:
Self Review in Personal Finance,
Jerome B. Cohen, Ph.D
Copyright - 1972,1975 R.L. College level

Semi-programmed work-text covering various aspects of personal finance: income, expenditures, budgeting, life insurance, social security, wills, trusts, etc. Text explains why answers are correct or false. College level programmed material - good for self-directed students or as teacher resource.

687

McGraw-Hill Book Co., 1221 Ave. of the Americans, New York, NY 10020

Transportation,
Hillis K. Idleman, Max O. McKitrick
Copyright - 1975 R.L. 8.7

Topics covered transportation in modern America, buying a car, financing and insuring a car. Realistic, well organized material. Exercises at end of chapter and at end of book.

Understanding the Marketplace,
Hillis K. Idleman, Max O. McKitrick
Copyright - 1975 R.L. 6.3

The author deals with psychology, values and decision making, effective consumer behavior and consumer issues. Realistic, well organization materials. Comprehension questions and problems plus projects after the chapters.

Money Management,
Max O. McKitrick Ed. D
Copyright - 1975 R.L. 10.2

Information on money management, credit and taxes. Exercises included at the end of the book. Well organized material.

You Pay for It,
Margaret E. Andrews
Copyright - 1970 R.L. 8.4 $1.68

Book emphasizing buying what you need versus what you want, saving your money, getting the most from your buying power and paying taxes. Up to date, interesting and informative book on the management of money.

David McKay Co., Inc./Paperback Library Edition, Div. of Coronet Communication, Inc., 315 Park Ave.,S., New York, NY 10010

Getting the Most For Your Money,
Anthony Scaduto
Copyright - 1971 R.L. 12.3 $2.49

How to get the most for your shopping dollar is discussed in chapters entitled Buyer Beware, Where to Get Help, Saving Food and Clothing Dollars, Running Your Household, Your Car, Paying for College, Property, Survivors, and Families Health. Very practicable guide to successful buying. Can be used in many classes where readers can read at 12.0 level.

668

MacMillan Publishing Co., 539 Turtle Creek South Dr., Indianapolis, Ind. 46227

Can You Be Sure of Your Experts?
Roger A. Golde
Copyright - 1969 R.L. 10.6 $2.45

In chapters entitled Dealing With Doctors, The Art of Taking Counsel, Shopping for Stock Market Advice, So You Need Advice, A Layman's Plea, the author describes how to best find a doctor, lawyer, broker, and other experts. Each chapter ends with a summary list of main points discussed in chapter. Very informative reading for laymen about experts we rely upon but really know little about.

Mafex Associates, 90 Cherry St., Johnstown, PA 15902

Mathematics for Family Living,
Larry M. Parsky
Copyright - 1967 R.L. 7.3 $3.00

In depth study of using a savings account including how to handle withdrawals, deposits, passbooks. A section is devoted to use of charge accounts including applications, use, figuring balance, etc. Stresses terminology and includes a glossary. Tests are included, work book sheets are accompanied by printed instructions and interpretations of subject matter.

Mathematics for Banking,
Larry M. Parsky
Copyright - 1974 R.L. 8.5 $3.25

Topics include savings and checking account, traveler's checks, all types of loans, banking procedures, credit union, banking terminology, buying homes and cars. Introduces terminology before each lesson, provides many blank forms associated with banking procedures for practice. Periodic tests provided. Very complete in all aspects of consumer related banking procedures.

Mathematics for Adult Living,
Larry M. Parsky
Copyright - 1971 R.L. 9.0 $3.00

Includes charge card use, contracts, cash advances, monthly statement, payroll time cards, sales tax computation, making change, checking and savings account, deposit slips and using passbooks. Text and workbook are combined. Narrative is presented followed by written exercise to reinforce concepts presented. Glossary of relevant vocabulary included.

Fill in the Blanks,
Stephen D. Match
Copyright - 1974 R.L. 3.0 Instructions and Narrative
R.L. 14.0 Forms and Applications $3.15

Book of forms to be completed or interpreted in several areas: job, government, banking, mail order, credit application, traffic signs, road maps, voter registration, ballots, wage and tax statements, 1040A tax rate shcedules, transportation schedules, lease agreement, insurance and safety. Few completed samples are included. Teacher help would be essential. Excellent supplementary material.

Michigan Consumer Education Center, 217 A University Library, Eastern Michigan University, Ypsilanti, MI 48197
Michigan Consumer Laws,
Michigan Home Economics Association
Copyright - 1976 R.L. A teacher's handbook

This book deals with evaluating legislation and gives legislative summaries and advertising, credit life insurance, condominiums, debt management, car insurance (no fault), residentail builders and home improvement contractors, retail installment sales contracts, sales, auto installment, sales-home solicitation, security deposits, rental units, sources of help and contacting your legislators. Help for teachers who want to know the major provisions of Michigan law affecting consumers.

Mind, 1133 Avenue of the Americas, New York, NY 10035
Environment Survival Skills,
Editors
Copyright - 1968 R.L. 11.4 $22.00/set

Material covered includes personal economics, banking, credit, consumer economics, and business economics. Reading level seems inappropriate to material involved.

Environmental Survival Skills:
Credit,
Editors
Copyright - 1969 R.L. 6.6

Programmed work-text covering various aspects of credit such as how to get and keep credit, major forms of credit, small loans, other sources of credit, the agreement. Good for the self-directed student who can work independently.

Environmental Survival Skills:
Money and Banking,
Editors
Copyright - 1969 R.L. 6.3

Programmed instructions dealing with bank services.

670

Environmental Survival Skills:
Consumer Economics,
Editors
Copyright - 1969   R.L. 6.0

Programmed work-text covering comparison shopping, percentage of food dollar spent on meat, defines a consumer, woolen and worsted fabrics, shoe welt, tags and labels, buying for need not want. Good for self-directed students who can work in programmed materials.

Environmental Survival Skills:
Money Management,
Editors
Copyright - 1969   R.L. 7.5

Programmed work-text covering assets and liabilities; how to find net worth, determine if you are in the "red or black", cash surrender; percentage of income one can save, "set and non-set" expense, and how to budget is set up. Best for the self-directed student who can work on own with programmed materials.

Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago, Illinois 60601
Money Management Library,
Leone Ann Heuer, Director
Copyright - 1965   R.L. 7.8 $3.50/set
10.2 Levels vary with books

Contents cover several areas including; budget, young moderns, the food dollar, your clothing dollar, the housing dollar, your home furnishings dollar, equipment, shopping, automobiles, health and recreation, saving and investment, children's shopping. Well done for junior high reading level. It will be necessary to choose relevant materials for each class.

New Readers Press, Box 131, Syracuse, New York 13210
The Be Informed Series, Uits 1-20
Dianne Novakouski (Individual authors for each section)
Copyrifht - 1974   R.L. 3.0-6.0 $25.00

Units cover areas of personal credit, buying a car, owning a car, buying a house, social security, renting a place to live, finding a job, reading your newspaper, taxes, banking, mental retardation, marriage, measurements, wise buying, using the library, money, drugs, nutrition, population and pollution. Information ranges from common knowledge to very useful. Materials need updating in some areas. Includes teacher's guide.

Practice in Survival Reading 3/Label Talk,
Calvin Greatsinger
Copyright - 1976 R.L. 4.5 $1.50/set

Twenty-five sets of labels followed by ten questions dealing with locating facts, interpreting facts and applying knowledge. Labels used are found on such items as clothing care tags, paint, aspirin, children's toys, etc. Reading level is too high for content of book.

Your Personal Business:
Unit 1 - Telephone and Telegraph,
Cheri Cook
Copyright - 1975 R.L. 6.9 $1.50

Worktext emphasizing use of the telephone and telegraph. It is divided into the following lessons: using telephone directory, making phone calls, telephone courtesy, using a business phone, and getting your own phone. Excellent book that can be used by students at high school level, especially those in business fields and advanced ABE students. Answer key is included.

New York Stock Exchange, Inc., New York, New York
You and the Investment World,
New York Stock Exchange, Inc.
Copyright - 1972 R.L. 10.5

Information includes types of business organizations, stocks and bonds, the New York Stock Exchange, buying and selling stocks and bonds, investing for American families, sources of information on investments, the investor: yesterday, today, tomorrow, and capital in the economy. Good supplemental material for Consumer Economics information at tenth grade level or as teacher resource.

Oceana Publications, Inc., Dobbs Ferry, New York
The Consumer and His Dollars,
David Schoenfeld and Arthur A. Natella
Copyright - 1975 R.L. 10.2 $7.50

Sixteen chapters with comprehension checks at end of each. Subjects include role of the consumer, government, advertising - pros and cons, dollar sense, buying food, clothing, cars, etc., credit and lending and the consumer and the law.

Legal Protection For the Consumer,
Stanley Morganstern
Copyright - 1973 R.L. 12.3 $4.95

Background material on history of consumerism, federal and private agencies, state legislation, franchising, and intelligent buying. Very technical and academic presentation done in extremely small print.

Perma Bound, Vandalia R., Jacksonville, Ill. 62650

How To Get Good and Honest Auto Service,
Albert Lee
Copyright - 1973 R.L. 6.6 $3.00

Discusses problems of auto service. Chapters 2-5 discuss how to find and recognize good service. Second half of book is alphabetized "Specific Repair Guide". Suggested for reference in car when going to dealer. Gives maximum prices for repairs in various areas. Also, whether one can do-it-oneself. Interesting and non-technical in opening sections. Prices might be quickly dated in part two of book. Might be good in basic auto repair classes or for reference on special subjects in consumer economic class.

The Consumer (Problems of American Society),
Gerald Leinwand
Copyright - 1970 R.L. 9.9 $2.45

Part one includes problems of the consumer-especially the poor urban consumer. Includes some helps for consumer including information on credit, labeling, and agencies. Part two includes readings from various sources on same topics as above. It is possible that the urban audience to whom this book is supposedly written might be offended by contents. Good readings in second section. Book is dated in area of income, cost of living, etc.

The Chemical Feast,
James S. Turner
Copyright - 1970 R. L. 15.0 $2.45

Report of Nader's "Raiders", on food protection and FDA. An indictment of the FDA and food industry based on 1968-70 study. Much of study based on interviews of FDA. Also included are suggestions for bettering FDA. Difficult and often tedious disclosure of quite shocking "facts". Not particularly appropriate for APL "student" except as a source book for special report or as teacher resource to initiate discussion.

Pitman Publishing Corp., 20 E. 46th St., New York, N.Y. 10017

Business Mathematics for the Consumer,
Guthrie - Selden - Karnes
Copyright - 1975 R.L. Teacher Material $5.25

Introduction, Objectives, Evaluation, Methods and Procedures are discussed at beginning of text. Rest of worktext is same as students except that answers are written in.
Teachers Edition.

Business Mathematics for the Consumer,
Guthrie - Selden - Karnes
Copyright - 1975 R.L. 7.5 $4.80

Worktext covers addition, subtraction, multiplication, division, percent, discounts, interest, credit and installment buying, banking, stocks and bonds, auto, life, and property insurance, taxes, payroll and social security, measurements and forms of Business ownership. Very comprehensive coverage of consumer math. Teachers edition is separate volume.

The Consumer in the Marketplace,
Levy - Feldman - Sasserath
Copyright - 1970 R.L. 12.3 $6.21 + $2.01 Answer Key

Advanced level text covering such topics as managing money, using credit consumer law, purchasing, guide to social living. Questions follow each chapter. Answer key is separate unit. Good text for advanced student.

Prentice-Hall, Inc., Educational Book Div., Englewood Cliffs, New Jersey 07632
Business and Consumer Arithmetic - Text
Olson and McNelly
Copyright - 1974 R.L. 8.7 $7.56

28 chapters of which the first few are a review of basic arithmetic. Others deal with such consumer matters as banking, credit, insurance, auto, profits and loss, payrolls, corporations, partnerships, and depreciation. The last three chapters present graphs, linear programming, and computer arithmetic. Excellent business math book for adults.

Business and Consumer Arithmetic - Workbook and Tests
Olson and McNelly
Copyright - 1974 R.L. 6.3 - 9.1 $2.96

Excellent worksheets and tests which supplement Business and Consumer Arithmetic text.

Business and Consumer Arithmetic - Teachers Guide,
Olson and McNelly
Copyright - 1974 R.L. Teacher Material $2.34

Includes discussion of objectives, gives case problems, plus answers for both text, workbook, and tests.

Publications International, Ltd., 3323 W. Main St., Skokie, Illinois 60076
Consumer Guide - Complete Buying Guide To Do-It-Yourself Products,
Lawrence Teeman, Editor
Copyright - 1974 R.L. 7.8 $1.95

Book features test reports of tools and materials used in home improvement projects. Helps to make students aware of "Consumer Report" guides and the recommendations of brands to buy.

Frank E. Richards Publishing Co., Inc., 324 First St., Liverpool, N.Y. 13088

Getting Ready for Pay Day/Part 1: Checking Accounts,
Margaret Hudson and Ann Weaver Major
Copyright - 1966 R.L. 3.6 $1.50

Topics include how to make money; what is a bank? Opening a checking account; writing checks, keeping a record, endorsing a check. It also features many blank forms to give students practice using banking forms. Good copying skills in learning how to write and use checks for adults on a 3rd to 4th grade reading level.

Getting Ready for Pay Day/Part 2: Savings Accounts,
Margaret W. Hudson and Ann A. Weaver
Copyright - 1966 R.L. 4.8 $1.50

Work-text with many fill-ins and form blanks. Topics cover spending of money, opening savings account, making a deposit, taking money out of an account, total of savings and letting money work for the saver. Interesting and informative book on savings accounts for adults on a 4th grade level.

Getting Ready for Pay Day/Part 3: Planning Ahead,
Margaret W. Hudson and Ann A. Weaver
Copyright - 1966 R.L. 4.8 $1.50

Interesting and informative work-text containing many fill-ins and blank charts featuring budget planning.

Foundations of Citizenship - Adult Edition Revised,
Bernard Shawn
Copyright - 1966 R.L. 8.2 $2.00

The books cover subjects such as: the family, community, how to get jobs, how to hold a job, taxes and why we pay them, withholding and social security taxes, spending and saving, your income, savings and insurance, recreation and use of leisure time, you as a citizen, life situations and activities. 30 life situation questions are given at end of text.

Practice Material for Family Life Book 1,
Helen Prevo
Copyright - 1967 R.L. 3.5 $2.00

Features series of language arts skills such as introducting new words, word study, thought questions, etc. To be used with the story of Bill and Sue in Family Life Book 1. Divided into 20 parts to accompany the twenty chapters of the story book.

Family Life 1,
Helen Prevo
Copyright - 1967 R.L. 3.5 $1.50

Chapters cover getting married, buying a home and furniture, jobs, new baby, fifth anniversay. When used with practice book, adults with limited reading ability and low income should be able to improve language arts skills and keep interested in realistic family problems and how they can be solved.

Useful Arithmetic Volume 1,
John Wool and Ray Bohn
Copyright - 1972 R.L. 4.8 $1.75 + $2.50

Worktext covers basic arithmetic processes within context of everyday situations, such as grocery bills, work week pay, restaurant checks, etc. Excellent for adults on 4th grade level. Teacher's edition is a separate volume which includes answers to problems.

Useful Arithmetic Volume II,
John Wool
Copyright - 1972 R.L. 4.8 $1.75 + $2.50
Teacher's Edition

Continuation of Volume I, using everyday practical situations to teach basic arithmetic such as making change, itemized budgeting, checking accounts, etc. Teacher's edition is a separate volume which acts as answer key also.

W. H. Sadlier, 11 Park Place, New York, New York 10007
You the Consumer,
Linder, Selzer
Copyright - 1973 R.L. 10.8 $5.53

This practical guide to the realities of being a consumer contains chapters defining consumer advertising, credit, life insurance, government aid to consumers, savings and investment, good nutrition, car buying, medicine, and buying and renting a home. An interesting mult-disciplinary approach drawn from Social Sciences. Questions follow each chapter. Well illustrated.

Scholastic Magazines, 902 Sylan Avenue, Englewood Cliffs, New Jersey 07632
Better Buymanship: Clothing,
Editors of Co-Ed
Copyright - 1969 R.L. 7.3 $1.84 a set

A synopsis of the contents include: dress-up dollars, "sizing" up the situation, needle and thread, value of labels, successful shopping, notes on coats, fur is flying, rainy day, togs, tailored look, swim wear, figure-shapers, legs, footwear, jewelry. Very practical, well written guide to better buymanship of clothing.

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Better Buymanship: Dollar Sense,
Editors of Co-Ed
Copyright - 1969   R.L. 7.8

Topics include putting your savings to work, checking accounts, budgets, 25 ways to save money, charge accounts, installment buying, bargains-real and fake, insurance tips, taxes, paying for college. Practical content, interesting and well written.

Better Buymanship: Foods,
Editors of Co-Ed
Copyright - 1969   R.L. 7.9

Contains food information such as super-marketing, canned foods, frozen assets, facts about fats, "meaty" matters, poultry, fish, eggs and cheese, dairy products, fruits and vegetables, cereal and bread, pasta-flour-rice and spices. Interesting well-written practical buying guide on foods.

Better Buymanship: Home Furnishings,
Editors of Co-Ed
Copyright - 1969   R.L. 7.6

Chapter titles highlights furniture for you, lights upon lamps and pictures, the best in beds, floor and wall coverings, new-views on windows, sheets and towels, china, glass and silver, major and minor appliances, and cookware. Very practical guidelines for furnishing the rooms of a home.

Simon and Schuster, 1 West 39th St., New York, New York 10018

Consumer and Business Mathematics,
Robert Meyer
Copyright - 1974   R.L. 10.5

Covers areas of invoicing skills checking interest, interest, payroll, income taxes, insurance, installment buying, profit and loss, depreciation, stocks and bonds and home ownership. Real life situations used as basis to teach math concepts. Consists of opening exercises, sample exercises, sample problem explanation, sample solution, notes or shortcut method, additional problems and review.

The Consumer,
Gerald Leinwand
Copyright - 1970   R.L. 11.4 $ .95

This book is divided into two sections. One part consists of an overview of the problems of the consumer. Part two includes fifteen selected readings designed to provide insight into difficulties consumers experience in daily living. Good background reading for teachers.

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South-Western Publishing Co., 5101 Madison Rd., Cincinnati, Ohio 45227

Consumer Guides For Buying,
Sellers, Warmke, Wyllie
Copyright - 1972 R.L. 12.6 $1.47

Subject matter relates to topics of buying foods, buying fabrics, clothing and footwear, home appliances and automobiles, furniture and floor covering, health services, drugs and related products. A well written guide for teachers who require background material or a guide to write their own materials.

Mathematics for the Consumer - Second Edition,
Fairbank, Schultheis and Piper
Copyright - 1975 R.L. 7.9 $7.14 set

Content, includes personal money records, buying problem, wage computations, commissions, borrowing money, saving and investing, home expense, transportation, taxes and metrics. Essentially a math book accompanied by a separate workbook and test booklet. Teaches the fundamental computational skills applied to practical situations. Much reinforcement accompany well defined lessons. Includes review and optional challenging assignments for more capable students. Set consists of text, workbook and tests.

Consumer Economics Problems - Workbook,
Warmke, Wyllie, Wilson, Eyster
Copyright - 1971 R.L. 12.3 $1.98

Designed to corroborate chapter by chapter with Consumer Economics Problems. Text contains true and false review checks, fill-ins, charts and projects. Useful if used with text. Achievement tests are also available.

Consumer Economics Problems - Text,
Warmke, Wyllie, Wilson, Eyster
Copyright - 1971 R.L. 12.3 $6.66

Topics covered include economics and the consumer, the American economy and business enterprise, the American economy and financial institutions, national income and controls, economic growth, stability and international trade. Typical teacher resource for background information. Emphasis is placed on analysis, interpretation, and application of economic principles to the solution of the problems of individuals and of society.

Special Service Supply, Box 705, Huntington, New York 11743
Budget Practice Skill Text,
Special Service Supply
Copyright - 1971 R.L. 7.5 $1.65

Using a budget of 33% for food, 10% for clothing, 12% saving and insurance, 10% house and personal needs, 10% amusement, 25% rent or shelter, this 35 page booklet asks students to make the budget for different incomes using these criteria. Good as a supplemental exercise book. Answer sheet is included.

Fundamental Forms Skills Text for Every Day Living,
Special Service Supply
Copyright - 1976 R.L. 14.4 $1.50
(reading required on various forms)

Contains blank forms for loan application, social security application, charge application, library card application, forms used in banking, hospitalization, motor vehicle, western union money order, telegram, mortgage and loans. Book contains only blank forms. All explanation and interpretation is provided by teacher. Good supplementary material.

Arithmetic Skill Text for Daily Living (Part A),
Special Service Supply
Copyright - 1967 R.L. 4.2 $2.50

This is a consumer math worktext covering shopping in food stores, clothing stores, department stores, hardware stores, and for recreational purposes. A very practical math workbook for students reading at fourth grade level and facing consumer problems. Answer sheets are included.

Arithmetic Skill Text for Daily Living (Part B),
Special Service Supply
Copyright - 1969 R.L. 3.3 - 5.2 $2.50

Worktext teaching basic math concepts by displaying pictures of actual newspaper ads. Features practical application of basic math skills.

Arithmetic Skill Text for Daily Living (Part C),
Special Service Supply
Copyright - 1970 R.L. 4.1 - 6.3 $2.50

Material developed to increase arithmetic skills found in book A and B while at the same time encouraging individual reference skills essential to basic economics. Good practice for both math and practical reading.

Steck-Vaughn Company, P. O. Box 2028, Austin, Texas 78767
Book 1 It's Your Money,
Maley and Feinstein
Copyright - 1973 R.L. 7.5 $1.44

The objective of this worktext is to provide a review of basic math operations, using consumer money problems.

Book 2 It's Your Money,
Maley and Feinstein
Copyright - 1973 R.L. 7.5 $1.44

Sequel worktext for the review of basic math set in the framework of everyday financial situations such as charge accounts, auto insurance, etc.

Family Development Series
Family Money Management,
Stephen S. Udvari, Janet Laible
Copyright - 1973 R.L. 5.7 $1.68

A worktext that need not be consumed, covering areas of understanding your income, figuring your expenses, family spending plan, understanding credit and family financial security. Interesting, realistic presentation of family money management skills for adults on fifth grade reading level.

Where Does The Money Go?
Hazel Taylor Spitze, Patricia H. Rotz
Copyright - 1969 R.L. 1.8 $1.35

Worktext utilizing episodes in the lives of three neighboring families to explore money traps into which many families fall. Designed specifically for beginning reading of adult students.

You and Your Money,
Dorothy Y. Goble
Copyright - 1967 R.L. 4.5 $1.35

This worktext uses typical adult situations to show possible money-management pitfalls. Chapters are preceeded by vocabulary study lists. Designed for adult on third to fourth grade reading level.

Buying Guides,
Stephen S. Udvari, Janet Laible
Copyright - 1973 R.L. 6.6 $1.68

Worktext that supplies information on how to buy wisely, smart food shopping, how to buy clothes, buying home furnishings and buying home appliances. Interesting, realistic presentation of family buying problems.

Universal Publishing Company, 235 East 45th Street, New York, New York 10017
What You Should Know Before Buying a Car,
Anthony Till
Copyright - 1968 R.L. 9.6 $2.25

Divided into two sections, "The New Car", and "The Used Car", the author discusses all the facts of purchasing, financing, and reselling cars. A good guide to buying the right car at the right price. Interesting specifics about sales personnel. It seems that much of the book contains common knowledge information.

The Consumer Guide To Product Safety,
Edited by Ronald Bruce
Copyright - 1971 R.L. 14.1 $2.75

This book is a report prepared by the National Commission on Product Safety. Discussed are perspectives on products safety, identification of product hazards, product risks to consumers, household hazards, collection of injury data, industry self-regulation, consumer education efforts, economics of safety, law and administration and a charter for consumer safety. Very advanced reading level makes this a teaching resource rather than student text.

The Consumer's Handbook of Better Living,
(Government Specialists)
Copyright - 1970 R.L. 11.8 $1.25

This book contains fifty articles about houses, furnishings, gardens, appliances, heating, lighting, landscaping, etc. by experts in the field written for the purpose of saving you money, time and effort in running your home. Good reference material.

Superintendent of Documents, U.S. Printing Office, Washington, D.C.

Helping Families Manage Their Finances-Home Economic Research Report #21,
Consumer & Food Economics Research Div., U.S. Dept. of Agriculture
Copyright - 1969 R.L. 9.9

Book covers areas of family financial management, making goals, making a family spending plan, interest rates, cost of consumer credit and saving plans. Much information is dated or obsolete for 1976 usage. Contains good detailed charts for budgeting in various areas. Might be most useful as teacher resource.

Low Income Teaching-Kit 2 - Clothing, FES Packet G,
Home Economics-Extension Service-Alice Linn, U.S. Dept. of Agriculture
Copyright - 1969 R.L. 4.2 $1.00/kit

The kit consists of several booklets entitled, "Buying a Secondhand Sewing Machine", "Styles That Make You Look Good", "The Jones Family & Their Clothing Money" and "Your Money and Clothing Labels". This is easy-to-read and very practical for level 1-3 ABE students. "The Jones Family" is badly out of date.

Low Income Teaching-Kit on Credit, FES Packet H,
Home Economics-Extension Service, U.S. Dept. of Agriculture
Copyright - 1968 R.L. 4.2 $ .45/kit

The kit consists of booklets entitled, "What is Credit?", "Should You Use Credit?", "How to Figure the Dollar Cost of Credit", Your Credit Contract", "Do's & Don't of Credit" and "Where to Get Credit". This is easy to read material, practical for the ABE student on a lower level.

Low Income Teaching-Kit 2 - On a Clean House, FES Packet E,
Home Economics-Extension Service, U.S. Dept. of Agriculture
Copyright - 1967 R.L. 3.0 $ .75

The kit contains booklets entitled, "Get Rid of Garbage and Trash", "Clean Upholstered Furniture", "Clean Gas Ranges", "Clean Electric Ranges", "Clean Beds", "Kill Those Roaches" and "Kill Those Flies". Practical information contained in easy to read booklets for levels 1-3 ABE students on some common household problems.

U. S. Government Printing Office, Washington, D. C. 20402
An Approach to Consumer Education for Adults.
Office of Consumer Affairs
Copyright - 1973 R.L. Teacher Resource $ .80

The book deals with consumer education; a challenge of the 70's, helping adult consumers learn, developing content areas for consumer education programs, designing adult consumer education programs, consumers with specific needs and instructional resources. This book is a "must" for teachers of Consumer Education of Adults. The book contains conditions of learning-principles of teaching and formulation of objectives.

How to Buy Food: Lesson Aids for Teachers, Agriculture Handbook No. 443,
Agricultural Marketing Service
Copyright - 1973 R.L. Teacher Resource $ .80

The book provides lesson aids to teach good buying habits in the areas of meat, dairy products, eggs, poultry, fresh fruits and vegetables, and canned and frozen food purchases. It contains excellent lesson plans, including objectives, suggestions for teaching, glossary, quizzes and supplementary materials.

Warner Books, Inc., 75 Rockefeller Plaza, New York, New York 10010
How To Get Good and Honest Auto Service,
Albert Lee
Copyright - 1973 R.L. 10.9 $3.00

The author gives good advice on how to obtain good car service. Chapter titles gives a clue to contents: "Who's to Blame for the Auto Mess?", "Where to Go for Service", "Working with Auto Service People", "How to Tell Pros from Cons" and "If You Get Took". Good reading for car owners and potential buyers.

Supermarket Counter Power,
Adeline Garner Shell
Copyright - R.L. 8.1 $1.25

This is a guide to getting value and nutrition for your money at the supermarket. Wise shopping and nutrition are discussed. Recommended daily dietary allowances and lists of consumer organizations are included. Good reading for those of us who eat!

Department of Instruction, Adult and Continuing Education, Springfield, Ill.
Fill Your Grocery Cart With Nutrition,
Alice Wiese
Copyright - R.L. 3-4

Game: Instructions, board, playing cards and play money are provided. Teaches nutrition facts, buying techniques, meal and nutrition planning - 4 to 6 players - Die not provided. Bonus activities include-skill development in following directions, chart reading, and group interaction skills.

Allied Education Council, Distribution Center, Galien, Michigan 49113
Vocational-Technical Series:
Career Education-Home and Health,
Anna Carol Fults, Rex Reynolds, Jr.
Copyright - 1975 R.L. 8.1 $3.25

A worktext using picture-word association to provide learner with a basic home and health vocabulary. Subjects cover family, child development, health and first aid, housing, interior design, equipment, furnishings, home management, textiles, sewing, food and nutrition, word lists, and unit quizzes. This is an interest and different approach to teach vocabulary to students speaking English as a second language.

Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Mass. 02210
Drugs and People,
Donald A. Read $1.20 +
Copyright - 1972 R.L. 6.7 $2.01 Teacher's Guide

Definition, effect and laws concerning illicit use of drugs. Glossary of terms and index are provided. No reinforcement or evaluation exercises included. Written for children grade school. Background material for group discussion. Teacher's guide (in separate volume) gives slang words, resource materials and questions to stimulate discussions. These questions are predicted as ones most likely to be asked by fifth and sixth graders.

Facts About Alcohol-A Programmed Unit,
J. B. Shevlin and I. H. Goldberg
Copyright - 1969 R.L. 7.8 $1.20

Contains statistics, origins, and effects of the consumation of alcohol. Short section deals with treatment of alcoholic. Subjective and objective final exam, bibliography and vocabulary are involved. Text directed to "teenager" - Novel but may be successful for adults. Provided in programmed format.

Facts About Alcohol-A Programmed Unit,
J. B. Shevlin and I. H. Goldberg
Copyright - 1969 R.L. Teacher's Edition $1.20

Includes philosophy of programmed learning, objective question test with answer key, bibliography and annotated film listings.

Dairy Council of Michigan, 704 New Center Bldg., Detroit, Michigan 48202

Pick the Right Snacks for Good Health (A Game),
R. L. Primer-ESL $1.00

Game format included-color card for 2 to 6 players. Easy follow "rummy" or "fish" rules. Provides reinforcement of basic food groups and good nutrition.

Laidlaw Brothers, Thatcher and Madison, River Forest, Ill. 60305

Basic Concepts of Human Growth and Reproduction,
Donald A. Boyer, Elizabeth R. Brandt
Copyright - 1975 R.L. 11 $1.26

Discusses reproductive cycles from amoebas to humans, the reproductive system, how humans develop, and inherit. Factual with a bit of moralizing. No mention of contraception or sex as enjoyment. Seems written for ten to fourteen year olds rather than adults.

Basic Concepts of Drugs: Their Use and Abuse,
Edward D. Sumner, Richard H. Needles, Austin E. Hill
Copyright - 1975 R.L. 12.3 $1.23

Book deals with drugs in society, some facts about drugs, various aspects of drug abuse, the effects of abused drugs, drug abuse and health, economic, social and safety effects of drug abuse, plus glossary index and pronunciation guides for important words. Good scientific book on drugs and drug abuse without moralizing-lets facts speak for themselves. Good resource for teacher working with adults who can't yet read at this level.

Basic Concepts of Tobacco and Smoking,
Richard H. Needle
Copyright - 1975 R.L. 13.2 $1.23

Book contains insights on various aspects of smoking: smoking in our society, the social and emotional sides of smoking, facts about tobacco, how smoking affects the body, smoking and health, economic, social, and safety problems of smoking, making your decision about smoking. Glossary and index included.

Basic Concepts of Alcohol, Second Edition
Richard H. Needle, Austin E. Hill
Copyright - 1975 R.L. 10.5 $1.23

Book contains insights on various aspects of alcoholism: drinking in our society, the social and emotional sides of drinking, facts about alcohol, how alcohol affects the body, alcohol and health, economic, social and safety problems of drinking, making decisions about drinking. Glossary, index and pronounciation guide. Factual book about drinking. Moral choices left to reader. Good background reading for teacher of students not yet reading at this level.

Gary D. Lawson, 9488 Sara Street, Elk Grove, California
Safe and Sound,
Gary D. Lawson
Copyright - 1965 R.L. 4.5 $1.60

Safety from womb to tomb is explored topically. Objective questions and a few subjective questions follow each unit. There are explanatory diagrams section on First Aid is Concise.

Lancaster-Lebanon Intermediate Unit 13, 1383 Arcadia Rd., Lancaster, Pa 17604
Education in Family Planning,
William L. Counts
Copyright - 1971 R.L. Teacher's Resource

A curriculum guide for family development and relationship. Includes behavioral objectives, concepts and activities, plus bibliography of printed and AV material. Printed in cursive writing on colored paper - sometimes difficult to read.

National Clearing House for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852
Resource Book for Drug Abuse Education,
Muriel Nellis (Editor)
R.L. Teacher's Resource $1.35

Articles by medical and educational specialists on perspectives, intervention and education of the adolescent and young adult. Some "How-to" sections for workshops.

National Dairy Council, Rosemont, Illinois 60018
How Your Body Uses Food,
Albert Piltz
Copyright - 1974 R.L. 6-7

Covers nutrition as it affects cell tissue. Biology of human digestive system illustrated and explained. Consumer information regarding labels on foods is included. Pictures of children may not appeal to all adults. Suitable for group instruction or as adjunct to programmed materials.

Nutrition Source Book,

Copyright - 1972 R.L. 8.9

A textbook on nutrition with charts designed to aid in meal planning. There are no reinforcement or evaluation exercises. "References and Resources" section may be helpful in implementing this book. Dark blue paper and small, fine print make reading difficult. Beautiful black and white studies of people.

Food Models,

Copyright - 1974 R.L. Applicable to all levels.

Collection of pictures of food on heavy varnished cardboard-"average serving" noted on each picture. Teacher's guide with practical suggestions for use included. Refers to metric system in several exercises, emphasizes conversion from English-linear.

You, Behavioral Objectives and Nutrition Education,
Thomas E. Cyrs
Copyright - 1976 R.L. Teacher's Resource

Writing behavioral objectives - techniques and reasons. Fun type exercise.

New Readers Press, Syracuse, N.Y. 13210
Can You Give First Aid?
Frances M. Bontroger
Copyright - 1969 R.L. 3.0 $ .50

Basic information on many emergency situations. Chapter one-supplies for first aid chest is very complete. Subjective questions for each area covered in text. Suitable for independent and group study.

Prentice-Hall, Inc., Englewood Cliffs, New Jersey
Understanding and Guiding Young Children,
Katherine Read Baker
Copyright - 1967 R.L. 7.8 $6.90 + $2.34
Teacher's Guide

Generalization concerning the maturations of the human infant through childhood. Chapter on "Crises" covers the overloaded parent, the only child, the adopted child and the handicapped child. The appendix has "how-to" information while the text deals with concepts. Each chapter is followed by subjective questions and a bibliography. Many appealing pictures in both black and white and color. Suitable for group study or general reference. A teacher's guide is also available.

Regents Publishing Inc., Two Park Avenue, New York, N.Y. 10016
The Food We Eat,
Eugene J. Hall
Copyright - 1969 R. L. 4.5 $1.75

Reading development with nutrition as a content vehicle. Comprehension questions, structural practice and vocabulary are included. Exercise directions may require teacher interpretation. Could be used for independent study.

Steck-Vaughn Company, P. O. Box 2028, Austin, Texas 78767
We Are What We Eat,
Hazel Taylor Spitze, Patricia H. Rotz
Copyright - 1966 R.L. 4.6 $1.35 + .25
Teacher's Manual

This worktext is designed for adult readers on a fifth to seventh grade level. Short chapters followed by questions constitutes the format. Stories about three families reflect how diet affects health, foods vary in nutritive value, individuals vary in nutritional needs, costs is not a factor in nutritional value of food, and planning affects diet and costs of food. Good text for upper elementary adult readers. Realistic content about our basic needs for good nutrition, food buying, and meal planning. A teacher's manual including answers accompanies book.

Tane Press, 6778 Greenville Avenue, Dallas, Texas 75321
Alcohol...or Highway Safety?
Lindsay R. Curtis, M.D. Illustrated by Dean Hurst
Copyright - 1973 R.L. 12.6 $1.21

This is a cartoon approach discussing the hazards of drinking and driving. Good for use with adults as supplement to other materials. Note reading level's high but cartoon approach allows for general class participation.

University of Illinois, Urbana, Illinois
Let Protein Work for You,
Innovative Teaching Techniques
R.L. 3.0

Self-directed materials complete with answers covering areas of nutrition as related to protein intake. Might be valuable for small (2 or 3) group work.

Safety! Children at Home,
Janet Tracy
Copyright - 1972 R.L. 2.3

Three short stories involving the accidental poisoning of children. Special emphasizes on what to do in such emergencies and precautions to take to avoid future accidents. Interesting illustrations. Independent reading for the client with limited skills.

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Hamburgers and You,
Janice Tronc and Judy Oppert
R.L. 4-5

Package containing game and puzzle. Visualization of food utilization in the body. Directions are clear and concise. Combines information about effects of nutrients with identification of parts of the human body. Four parts: chart and booklet question sheet are consumable, text and instructions are reusable. Glue, scissors, cork and map pins must be provided by instructor.

U. S. Department of Agriculture, Government Printing Office, Washington, D.C.
Low Income Teaching Kit - Child Development,
FES Packet A
Copyright - 1966 R.L. 2-6.8 $1.75

Sixteen pamphlets and single sheet prints covering: topics on child development designed for low income families. Topics range from baby's development to parents and teenagers. Can be used with adult groups along with other materials. Some of the single sheet prints are good for bulletin boards.

Family Fare: A Guide to Good Nutrition,
Consumers and Food Economics Research Div. Agriculture Research
Copyright - 1971 R.L. 9.8 $ .45

Contains a daily food guide, tips on meal planning, facts about important nutrients, information on buying, storing, measuring, and using foods, selection of recipes, menu suggestions and a list of cooking terms.

U. S. Department of Health, Education and Welfare, Child Development, Government Printing Office, Washington, D.C. 20402
Infant Care,
Government Printing Office-Childrens Bureau
Copyright - 1973 R.L. 9.9 $ .75

Book written for parents to develop skills in infant care. Covers such topics as: new baby, first weeks at home, after the first week, and common problems and worries. Good basic information presented in such a way that one need not read entire book to get information about a specific problem.

Prenatal Care,
Muriel W. Brown, under direction of Dr. Marian M. Crane
Copyright - 1962 R.L. 12.8

Prenatal information includes: fetus development, clothing and hygiene, understanding feelings, preparation for delivery, baby's birth and needs, and parenthood.

Washington State University, Cooperative Extension Service, Pullman, WA 99163
Cooperative Extension Service
R.L. 3-4

Game involving nutrition that could be used with lower level student if (food) words were printed. Bingo type game with directions on envelope.

B. EMPLOYABILITY AND OCCUPATIONAL SKILLS

Allied Education Council, Distribution Center, Galien, Michigan

Vocational-Technical Series:
Automotive,
Bond, Lash, Reynolds, Jr.
Copyright - 1972 R.L. 7.55 $2.70

A work-text providing learner with a basic automotive vocabulary. Picture word associations used gives ideas about location, identification, and purpose of automotive parts. Answers included at end of book. An interesting and different approach to learning specific vocational vocabulary. Especially good for students speaking English as a second language.

Vocational-Technical Series:
Career Education-Appliances,
Bond, Lash, Reynolds, Jr.
Copyright - 1972 R.L. 6.6 $2.70

Work-text providing learner with basic appliance vocabulary. Picture-word association and explanatory sentences give general ideas about location, identification and purpose of appliance parts. Answer included in book. Interesting material to teach appliance parts vocabulary. Especially appropriate for students speaking English as a second language.

Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, Mass. 02210
Clerical Techniques for a Business Career,
A. Jack Kestenbaum
Copyright - 1975 R.L. 6.0

Overview of the clerical field including personality development, public relations and job hunting. Includes text, teacher's guide and workbook. Text is practical and covers a wide range of subjects with exercises included in most areas.

Arco Publishing Company, Inc., 219 Park Ave. South, New York, New York 10003
Arco Rosen Career Guidance Series:
Resume's That Get Jobs,
Resume Service-Jean Reed, Editor
Copyright - 1976 R.L. 8.2 $3.00

Part one of book features what you need to know before starting to write resumes. Part two, "Writing Your Resume," presents many model resumes-organized by job classification. Good tool in teaching how to write a resume in an organized manner.

Arco-Test Tutor,
How to Pass Employment Tests,
Arthur Liebers
Copyright - 1975 R.L. 12.6 $5.00

Book gives help in passing all types of employment tests given by private industry. Includes analysis, study material, practice questions and answers for most important tests and subjects.

Arco Rosen Career Guidance Series:
Your Future in Oceanography,
Norman H. Baber
Copyright - 1976 R.L. 11.77 $1.95

A career preparation book in the area of oceanography and related careers. Features a sizable appendices which includes undersea research vehicles, international organizations, professional and trade association, government funding, private business firms, colleges and universities devoted to studies in this area.

Arco Rosen Career Guidance Series:
Your Future in Air Conditioning and Refrigeration,
Donald F. Daly
Copyright - 1968,71,74 R.L. College $1.95

This book gives information on careers in air conditioning and refrigeration covering areas of history, getting a job, institutional refrigeration, marine refrigeration, automotive, sales, entering into business, financing your technical education, trade journals and biographical sketches.

Arco Rosen Career Guidance Series:
Your Future in Computer Programming,
Sidney Davis
Copyright - 1974 R.L. 10.8 $1.95

This book describes the computer and how it works, deals with the programmer's job, necessary training and job information. Understandable and well written. Appendix includes locations of aptitude tests.

Arco Rosen Career Guidance Series:
Your Future as a Home Economist,
Jeanne Paris
Copyright - 1964,71,75 R.L. 9.9 $1.95

The book defines home economics, discusses teaching, dietetics, social welfare and health, research, college and after and travel. The appendix includes colleges and universities granting degrees in home economics.

Arco Rosen Career Guidance Series:
Your Future in Broadcasting,
John R. Reder
Copyright - 1974 R.L. 7.2 $1.95

The book deals with the iceberg concept (realistic assessments of job), production, sales, management and allied fields. It is a somewhat romanticized view of the industry. The difficulties encountered breaking into the field are not covered. The appendix lists public TV stations, with locations and organizations related to the industry.

Arco Rosen Career Guidance Series:
Your Future in Publishing,
Leonard Corwen
Copyright - 1973,74 R.L. 9.6 $1.95

This book gives specific information about the many facets of publishing as a career. Among the topics covered are publishing of; magazines, books, newspapers, underground press, art design, production and manufacturing, advertising, circulation, how to look for a job in publishing. A bibliography is included.

Arco Rosen Career Guidance Series:
Your Future as a Physician,
S. William Kalb, M.D., F.A.C.G.
Copyright - 1963,70,71,75 R.L. 13.8 $1.95

The book defines a medical doctor, discusses women in medicine, education costs and financing, arrangements, general practitioners, and specialists. The appendix lists approved Medical Schools, professional conduct, sources of information and suggested reading material.

Arco Rosen Career Guidance Series:
Your Future in Photography,
Victor Keppler
Copyright - 1967,74 R.L. 11.1 $1.95

Chapters cover the skills and training necessary in the field. Included are the opportunities, disadvantages, and personal satisfactions in the various fields of photography, including movie-making and T.V. Practical information covering many areas in photography for those with a specific interest in photography as a career.

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Arco Rosen Career Guidance Series:
Your Future in Pharmacy,
James E. Kraemer, R. Ph.
Copyright - 1964,70,71,75 R.L. 11.1 $1.95

Emphasis is on education and training in pharmacy, where to locate colleges of pharmacy. Other subjects include ownership, hospital, work learning power, women in the field, the future, and a self-evaluation test. The appendix lists accredited Colleges of Pharmacy.

Arco Rosen Career Guidance Series:
Your Future as a Secretary,
Nell Braly Noyes
Copyright - 1963,70,71,75 R.L. 12.3 $1.95

The book deals with the education, aspirations of the secretarial profession. It lists basic qualifications, wages and job hunting hints in the career field of secretaries. A bibliography is included.

Arco Rosen Career Guidance Series:
Your Future as a Pilot,
Captain Kimball J. Scribner
Copyright - 1976 R.L. 10.0 $1.95

Features history of flight, commercial and corporate aviation, nonpiloting and nontravel careers plus physical and educational requirements.

Arco Rosen Career Guidance Series:
Your Future in Medical Technology,
Grace Paul
Copyright - 1975 R.L. 12.6 $1.95

Explains education and training involved in the field of medical technology, along with discussion of various types of laboratory work. Self-evaluation tests and salaries are included.

Arco Rosen Career Guidance Series:
Your Future in Your Own Business,
Elmer L. Winter
Copyright - 1974 R.L. 7.8 $1.95

Contents emphasize education and skills needed to set up your own business. Included are chapters on personal satisfactions and opportunities. Such areas as qualities of successful businessman, retailing and serving industries discussed. Appendices include lists of franchising companies and small business administration field offices. The format features small print and the style is a bit wordy.

Arco Rosen Career Guidance Series:
Your Future in Hotel Management,
Roger P. Sonnabend
Copyright - 1974 R.L. 12.0 $1.95

The book covers skills and training required to be a hotel manager. It discusses problems facing the industry. There is a full discussion of such areas as food and beverage management, profit factors, and tourism. Appendix includes directory of training schools, and a reading list.

Arco Rosen Career Guidance Series:
Your Future in Hospital Work,
Weir Richard Kirk
Copyright - 1971,74 R.L. 10.8 $1.95

The skills, education, opportunities, disadvantages, personal satisfactions, and wages of the various jobs available in hospitals are discussed. This includes everything from ambulance drivers, kitches assistants to technicians. Appendices include lists of jobs and how and where to apply. Good up to date information for those planning a career in one of the many hospital related jobs.

Arco Rosen Career Guidance Series:
Your Future in Restaurants and Food Service,
James H. Westbrook
Copyright - 1974 R.L. 13.0 $1.95

This text gives general job seeking information in the area of food service. It describes the variety of jobs, location, work environment, training and earning.

Arco Rosen Career Guidance Series:
Your Future as an Electronic Technician,
John E. Keefe
Copyright - 1975 R.L. 9.3 $1.95

Features the skills, education, training and opportunities for electronic technicians. The book includes job descriptions, advise on finding a job in this area, a chapter on women, advancement information and benefits. It includes many computer and aerospace oriented careers and the appendix includes a listing of available schools. A glossary of aerospace and computer terms is found at the end of the book.

Arco Rosen Career Guidance Series:
Your Future in Nursing Careers,
Alice Robinson, R.N. and Mary Reris, R.N.
Copyright - 1974 R.L. 13.8 $1.95

Information includes the history and definition of nursing, prerequisites for and licensure and legal requirements, job opportunities, minorities-including men in field, lists of nursing care organizations, addresses of State Boards of Nursing and suggested readings. Provides specific information on all aspects of nursing, written in a very flowery style.

Arco Rosen Career Guidance Series:
Your Future in Nuclear Energy Fields,
William E. Thompson, Jr.
Copyright - 1975 R.L. 11.0 $1.95

The book defines nuclear energy, explains applied research and development, skills and education needed, self-evaluation test and a list of fellowships offered.

Arco Rosen Career Guidance Series:
Your Future in the Bakery Industry,
Desmond H. O'Connell
Copyright - 1971 R.L. 10.0 $1.95

The book identifies skills, education, training required, opportunities and disadvantages in the industry along with personal satisfactions and earnings available. Emphasis is on the large industry. Author lists recommended courses to take and includes an interesting chapter on Chadsey High School in Detroit. Good for those with an interest in the bakery industry as a career.

Arco Rosen Career Guidance Series:
Your Future in Insurance,
Armand Sommer and Daniel P. Kedzie
Copyright - 1976 R.L. 12.9 $1.95

The author emphasizes the skills, education, training required in the insurance industry. He lists opportunities, disadvantages, personal satisfactions and earnings in the career of insurance. Lists of colleges offering insurance majors, sources of financial assistance for students of insurance, studies and a good bibliography is included. Interesting book for those interested in making a career of insurance.

Arco Rosen Career Guidance Series:
Your Future in the High Fidelity Industry,
Bernard Newman
Copyright - 1975 R.L. 13.2 $1.95

Provides information on the skills, training required, education, opportunities and disadvantages, personal satisfactions and earnings in a career of the high fidelty industry. Preparing resumes, lists of select readings on high fidelity, and IHF Member biographies are included.

Arco Rosen Career Guidance Series:
Your Future in Optometry,
James R. Gregg, O.D.
Copyright - 1971 R.L. 9.3 $1.95

The author defines optometry and optometrists, explains education needed, license to practice, costs involved, fields of research, women in the field and lists of addresses of schools and universities offering training in the field. Specific questions are answered by a recognized leader in the field of optometry.

Arco Rosen Career Guidance Series:
Your Future in N.A.S.A.,
Sol Levine
Copyright - 1971 R.L. 12.3 $1.95

Contents include explaining the work of NASA, how to prepare for a future in NASA, job qualifications and salaries. A chapter includes information for women only, along with advantages and disadvantages of a career in NASA. The author includes (SAT) test and a listing of accredited engineering colleges. The print is smaller than other books in the series.

Arco Rosen Career Guidance Series:
Your Future in Technical and Science Writing,
Emerson Clarke and Vernon Root
Copyright - 1976 R.L. 12.9 $1.95

A book for students interested in science but not in being scientists. It gives educational requirements, opportunities, disadvantages and expectation of earnings. List of potential schools, related professional associations and a bibliography is included.

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Arco Rosen Career Guidance Series:
Your Future in Veterinary Medicine,
Wayne H. Riser D.V.M., M.S.
Copyright - 1976 R.L. 12.0 $1.95

The book explains skills, education, training required, opportunities, disadvantages, personal satisfactions and wages in the field of veterinary medicine. Lists of colleges of veterinary medicine accredited by A.V.M.A. Council on education and veterinary associations are included.

Arco Rosen Career Guidance Series:
Your Future in Interior Design,
Michael Greer
Copyright - 1963,71,75 R.L. 11.0 $1.95

The contents include skills, education, training, opportunities, disadvantages, earnings and personal satisfactions of interior design as a career. Schools and a bibliography are included.

Arco Rosen Career Guidance Series:
Your Future in Elementary School Teaching,
Robert J. Shockley
Copyright - 1961,70,71 R.L. 12.0 $1.95

Emphasis is on skills, training required, opportunities, disadvantages, personal satisfactions and wages in the field of elementary education. Special chapter on men in the field as well as related professional associations and preparation of resumes.

Arco Rosen Career Guidance Series:
Your Future in Accounting,
Edmond Lochlear, Jr.
Copyright - 1963,71,76 R.L. 9.3 $1.95

Chapters explain the skills, training, opportunities, and disadvantages of being an accountant. Personal satisfactions, wages, job applications, women in accounting are also included. The author includes lists of accounting associations, schools of accounting and the code of professional ethics.

Arco Rosen Career Guidance Series:
Your Future in Jobs Abroad,
Elmer L. Winter
Copyright - 1968,71,76 R.L. 10.0 $1.95

A book advising students of the skills, education, training, opportunities, disadvantages, personal satisfactions and wages, found in jobs outside the United States. It lists American companies abroad including addresses.

Arco Rosen Career Guidance Series:
Your Future in the Federal Government,
Stephen Gould
Copyright - 1962,71,75 R.L. 13.8 $1.95

The book features Federal Government as a career. It lists the variety of occupations, qualifications required, salaries, fringe benefits, positions for women, opportunities, disadvantages and suggestions for job application.

Arco Rosen Career Guidance Series:
Your Future in Banking,
Ralph E. Boynton
Copyright - 1965,71 R.L. 11.0 $1.95

Contents include a brief history of banking, lists personal qualities of a banker, various areas of banking, a glossary of bank services and opportunities and disadvantages in the banking field.

Arco Rosen Career Guidance Series:
Your Future in the Electronic Computer Field,
Dause L. Bibby
Copyright - 1970-71 R.L. 9.0-12.0 $1.95

This book reveals the influence of computers on society, applications of computers, career opportunities in the field of computers, and suggest ways to gain employment in the field.

Arco Rosen Career Guidance Series:
Your Future in Real Estate,
Seymour B. Durst, Walter H. Stern
Copyright - 1976 R.L. 10.0 $1.95

The book deals with almost every aspect of the field including residential, commercial, management, building and realty finance. It discusses skills, training, education, opportunities, disadvantages and personal satisfaction in the field.

Taking Tests...and Scoring High,
Fred Honig
Copyright - 1973 R.L. 9.5 $2.40

A detailed step by step analysis of different types and forms of test questions. Gives suggestions and tips on how to answer questions correctly. Good for building confidence in the test taking situation. Good for brushing up for the student needing to feel secure. Not for everyone!

Beginning Office Worker,
David R. Turner
Copyright - 1976 R.L. 11-12 $5.00

Self-directed study for writing civil service exams. Includes Office Skills, Verbal and Math review and Practice Exams-also directions on using book effectively and occupational information. Appears to be suitable for independent study. Print somewhat hazy and small. It may take longer than the 20 hours indicated to successfully complete this program.

Civil Service Arithmetic and Vocabulary,
David R. Turner
Copyright - 1969 R.L. 10.9 $3.20

Provides math instruction necessary to successfully take civil service tests. Includes vocabulary study using real examples of civil service exams. Very helpful for anyone who will take a civil service exam.

Civil Service Handbook,
David R. Turner
Copyright - 1975 R.L. 10.9 $1.60

First part of text discusses government jobs, how to apply, becoming eligible, etc. Second part lists kinds of available jobs, duties, requirements and pay along with 75 tests containing questions and answers used by government for the jobs discussed.

Practice for Clerical, Typing and Stenographic Tests,
Edward Turner
Copyright - 1976 R.L. 8.5 $4.00

Designed for those who will take a civil service exam for clerical, typing or stenographic positions. Book discusses applying and studying for job, clerical speed, aptitude and ability, drill and study for verbal sections and two model exams.

Arco-Civil Service Test Tutor
Stenography-Typist,
David R. Turner
Copyright - 1972 R.L. 11.3 $4.80

Designed for those interested in civil service work as stenographer, typists. Book includes applying and studying for job, exams for practice, duties of the job, necessary skills and aptitudes, a model exam and some final advice.

Arco-Civil Service Test Tutor
Office Assistant,
David R. Turner
Copyright - 1973 R.L. 10.2 $4.00

Designed for those who want to take civil service exam as office assistant. Book includes applying and studying for your job, exams for practice, clerical speed, aptitude and ability, background and study material for the exam and sample exams and final advice.

McGraw-Hill Book Company, Gregg Division, New York, N.Y. 10020
It's Up To You,
Margaret E. Andrews
Copyright - 1970 R.L. 6.6 $1.68

Book gives hints on how to get job training, stay in good health, service your community, know help available to you, improving living conditions, use your special interests and talents and solve money problems. Footnotes define difficult words. Study checks follow each chapter. Interesting presentation. Recommend for young adults just starting out in the world of work.

McKnight Publishing Co., Bloomington, Illinois 61701
Individualized Related Instruction for Entering the World of Work,
Grady Kimbell
Copyright - 1974 R.L. 9-10 $7.98

Directed to ages 15-25 career development in size self-directed units of activity. Majority of activities are subjective-objective quiz at the end of each unit. Workbook format includes perforated pages, small grey print. Illustrations. Youth/adults oriented direction by teacher with career Education Skills would be valuable to student.

Arco Rosen Career Guidance Series:
Your Future in Library Careers,
Alpha Myers and Sara A. Femkin
Copyright - 1976 R.L. 8.5 $1.95

The book emphasizes various areas and job differences within the area of library science. Special attention is given to professional conduct. Skills, education, training required, opportunities, disadvantages, personal satisfaction and potential earnings are discussed.

Arco Rosen Career Guidance Series:
Your Future in Beauty Culture,
Lawrence M. Gel
Copyright - 1976 R.L. 6.6 $1.95

Recent information about the field of cosmetology that may outdate rapidly. Also included are areas such as skill required, education and training, opportunities, disadvantages, personal satisfaction and expected earnings. The appendix supplies a directory of state boards of cosmetology, organizations representing five segments of the beauty industry, job charts, license reciprocity, scholarship and a guide to the state boards.

Arco Rosen Career Guidance Series:
Your Future in Dentistry,
Allen Vershel, D.D.S.
Copyright - 1971 R.L. College level $1.95

An expert in the field of dentistry, gives a history of the profession, discusses opportunities for women, defines general practitioner and specialization. The appendix includes a dental aptitude tests, gives costs of education, lists average income and specifies the accredited dental schools.

Behavioral Research Laboratories, Box 577, Palo Alto, California 94302
Jobs Text,
William Anderson
Copyright - 1972 R.L. 5.4 $14.50/set

Programmed text containing 1295 numbered frames divided into chapters. Text follows a story line of young man who overcomes many handicaps as he seeks out a job. May be of value when used with students displaying low self concept. Not highly recommended.

Jobs - Your Job Book,
William Anderson
Copyright - 1972 R.L. 4.0

Blank forms to be used for students responses while using Jobs text.

Jobs - Teacher's Manual,
William Anderson
Copyright - 1972 R.L. Teacher Material

Contains introductory and summary material, but focuses on the author's journal of activities connected with development of the material. Should be read before using programmed book.

CEBCO PFLAUM Publishing, 104 Fifth Ave., New York, New York 10011
Basic Skills on The Job,
Eleanor R. Young
Copyright - 1974 R.L. 6.0 $7.95

Ditto masters designed to familiarize individuals with skills involved in getting a job and maintaining it. Includes filing, alphabetizing and reading a bar graph. Serves as supplementary material for course work. Answers on masters. Includes teacher's guide with suggestions.

Collier Books, Riverside, New Jersey
Careers After High School,
Tim Haight
Copyright - 1970 R.L. 11.0 $1.25

Humorous presentation of resumes of jobs in the following areas: spelling, clerical, building and repair, semi-skilled positions, unskilled labor, government, etc.

Fearon Publishers, Inc., Education Div., Belmont, California 94002
Getting a Job,
Florence Randall
Copyright - 1968 R.L. 4.3 $2.68

Job oriented titles include: Jobs You Could Get, Getting Ready to Work, Finding a Job, Getting an Interview, Application Forms, At the Interview and On the Job. Chapter two has many realistic suggestions of jobs for the ABE student. Teacher's manual contains lesson plans, books and films for enrichment. Realistic for the 3-5 ABE level student.

Finney Company, 3350 Gorham, Minneapolis, Minn. 55426
Help Yourself to a Job - Part I,
Yvette Dogin
Copyright - 1974 R.L. 7.2 $1.50

A consumable worktext containing worksheets concerned with applying for jobs, interviewing, and maintaining a position. Pertinent to students at ABE level. Contains vocabulary development throughout.

Help Yourself To a Job - Part II,
Yvette Dogin
Copyright - 1974 R.L. 5.1 $1.50

Explores kinds of jobs available, gives information about paychecks, social security, fringe benefits, deduction, hourly pay and piece-work.

Follett Publishing Company, 1010 W. Washington Blvd., Chicago, ILL. 60609
Turner Career Guidance Series:
Wanting a Job - Book 1,
Richard H. Turner
Copyright - 1974 R.L. 6.0-9.0 $1.29

A worktext in the format of an ongoing story which features items such as: where to begin in finding a job, career objectives, aptitudes and attitudes, Social Security, personal history forms, employment agencies, the interview. Good for young adults who have left school and are now looking for work.

Turner Career Guidance Series:
Training for a Job, - Book 2,
Richard H. Turner
Copyright - 1974 R.L. 8.1 $1.29

Worktext with story line continued from Book 1. It covers areas such as: trainees, apprentices, and beginning workmen, the job application, fringe benefits, reading help wanted advertisements, job skills and job descriptions.

Turner Career Guidance Series:
Starting a Job - Book 3,
Richard H. Turner
Copyright - 1974 R.L. 7.8 $1.29

Worktext with short chapters continuing story line of book one and two. It expertise deals with job ratings, personal budgets, managing money, the pay envelope, deductions, hospitalization insurance, unions, automobile and motorcycle licensing and procedures.

Turner Career Guidance Series:
Looking for a Job - Book 4,
Richard H. Turner
Copyright - 1974 R.L. 5.3 $1.29

Topics covered are: job misfortunes and what to do about them, personnel agencies, letters of application and recommendation, help wanted ads, the small business, improving job skills. Interesting reading-type text-one page dictionary included at the end.

Turner Career Guidance Series:
Holding a Job, - Book 5,
Richard H. Turner
Copyright - 1974 R.L. 7.0 - 11.1 $1.29

This worktext covers areas such as: good working habits, job conditions, commuting, jobs in business and industry, domestic and employment crises and how to handle them. Good for young adult drop-outs who may identify with characters in story-line.

Turner Career Guidance Series:
Changing a Job - Book 6,
Richard H. Turner
Copyright - 1974 R.L. 9.3 $1.29

The series is completed by investigating topics such as: changing jobs for career satisfaction and long-range goals, union practices, skilled workers, pay rates, job experience and work maturity.

Turner Career Guidance Series:
Teacher's Guide,
Richard Turner, Robert C. Doyle, Sidney Sorkin
Copyright - 1974 R.L. Teacher Material $1.77

Bibliography, suggested teaching procedures and answer key.

You and Your Occupation,
Beatrice F. Dare, Edward J. Wolfe
Copyright - 1966 R.L. 5.7 $1.65

This book gives general information about kinds of jobs, what the employee's contribution can be and what the world of work offers the employee. Easy to read material. Suitable for level 4-6 ABE students. Instructor's manual with lesson plans is available.

Accent/Jobs and Job Models:
Paycheck,
Clarion House
Copyright - 1974 R.L. 4.2 $ .69

Reveals the story of a young man's first job and the deductions taken out of his paycheck. Contains the kind of information we assume students may know but don't. Instructor's manual is additional item.

Accent/Jobs and Job Models:
Retail Salesclerk - Yardgoods,
Clarion House
Copyright - 1967 R.L. 4.8 $ .99

Develops the following story line: Joyce, working in a yardgoods store, learns to cope with salesmanship, charts, cash register, etc. Tests are given at the end of the book. The story line creates interest while teaching techniques of retailing. Instructor's manual is additional.

Accent/Jobs and Job Models:
Service Station Attendant,
Clarion House
Copyright - 1968 R.L. 3.9 $ .99

Develops the following story line: Ted, gets a job in a service station. Provides realistic job model covering various aspects of that type of job. Instructor's manual is additional item.

Accent/World of Work:
Getting That Job,
Beatrice F. Dare, Edward J. Wolfe
Copyright - 1966 R.L. 6.1 $ .99 + $1.65 Inst. Book

Book reviews job hunting techniques, teaches interview skills and general job seeking skills. Teacher procedures provided in separate instructor's guide.

Accent/World of Work:
Keeping That Job,
Beatrice F. Dare, Edward J. Wolfe
Copyright - 1967 R.L. 4.2-5.8 $ .99 + $1.65 Inst. Book

Provides information concerning starting the new job right.

Accent/World of Work:
You and Your Pay,
Beatrice F. Dare, Edward F. Wolfe
Copyright - 1967 R.L. 3.7 $ .99 + $1.65 Inst. Book

Helps students with such topics as getting your pay, spending your pay and increasing your pay. Developes a story line. Instructor's guide is separate volume supplying lesson plans.

Vocational Reading Series:
John Leveron, Auto Mechanic,
Lillian Lerner, Margaret Moller
Copyright - 1965 R.L. 4.5 $1.56 + $ .99 One teacher's guide for complete series

Book teaches occupational knowledge needed to understand the field of auto mechanics. Presented in structured lesson format while using a story line presentation.

Vocational Reading Series:
The Millers and Willie B., Butcher, Baker, Chef,
Lillian Lerner, Margaret Moller
Copyright - 1965 R.L. 4.5 $1.56

Story features three young men in the food industry learning their respective trades. Teaches reading skills and gives occupational knowledge.

Vocational Reading Series:
Anita Powers, Office Worker,
Lillian Lerner, Margaret Moller
Copyright - 1967 R.L. 4.5 $1.56

Real life experience involving getting job training, acquiring a job and doing co-op work. Interestingly written-like a soap opera. Good for individualization at this level.

Vocational Reading Series:
Marie Perrone, Practical Nurse,
Lillian Lerner, Margaret Moller
Copyright - 1965 R.L. 4.8 $1.56

Story format gives the experiences and training necessary for that practical nursing career. Vocabulary and comprehension checks at ends of chapter. More appropriate for teen-agers than adults.

Vocational Reading Series:
The Delso Sisters, Beauticians,
Lillian Lerner, Margaret Moller
Copyright - 1965 R.L. 6.3 $1.56

Story format compares two sisters. One attends private beauty school, the other attends public high school. Covers aspects of training and getting a job.

Vocational Reading Series:
Helen Greene, Department Store,
Lillian Lerner, Margaret Moller
Copyright - 1967 R.L. 9.0 $1.56

Contains information about retail store employment, how to train for jobs and obtain them. Comprehension checks at end of each chapter.

The Turner-Livingston Reading Series:
The Jobs You Get,
Richard H. Turner
Copyright - 1974 R.L. 6.9 $1.29

Work-text which incorporates a story line including comprehension checks and vocabulary development. Provides information on how to cope in finding and holding a job. The young adult who does not do well with a typical text book format may identify with these characters.

Hobbs, Dorman and Co., Inc., 52 Vanderbilt Ave., New York, N.Y. 10017
How To Fill Out Application Forms Manual A,
Ethan B. Ellis, S. Alan Cohen, Bernard Allen Siegel
Copyright - 1966 R.L. 5.9 $1.60

Series of forms and applications with instructions and hints on how best to complete them. Includes supplying such items as: names, addresses, telephones, birthdays, physical descriptions, race and religion, marital status and dependents, health, emergency, citizenship, military service, education and court record. Provides good practice for inexperienced job seekers.

How To Fill Out Application Forms Manual B,
Ethan B. Ellis, S. Alan Cohen, Bernard Allen Siegel
Copyright - 1966 R.L. 4.8 $1.60

Practical worktext dealing with forms one must complete for situations such as: various vocational skills, driving, licenses, work experience, job application, social security, loyalty oath and signatures.

Human Resource Development Press, Box 222, Amherst, Mass. 01002
The Art of Developing a Career,
Robert R. Carkhuff, Ph.D., Theodore W. Friel, PhD.
Copyright - 1974 R.L. 9.6

A readable account of career development, career alternatives and areas of interest as applied to career choices.

Lawson Book Co., 9488 Sara St., Elk Grove, California 95624
Unemployment Is Non-Cents.
Gary D. Lawson
Copyright - 1970 R.L. 6.3 $2.00

Realistic information related to job choices, interview techniques, keeping a job and how to terminate employment.

Learning Systems Company - Richard D. Irwin, Inc., Homewood, Ill. 60430
Programmed Learning Aid for Introduction to Data Processing.
C. Orville Elliott, Roger H. Hermanson
Copyright - 1970 R.L. 11.4

Programmed material introducting data processing techniques as an occupational choice. Highly technical material that would satisfy only the highly motivated student.

McGraw-Hill Book Company, Gregg Division, New York, N. Y. 10020
The Job You Want.
Margaret E. Andrews, Ed.D.
Copyright - 1968 R.L. 9.6 $1.68

General information on finding a job, getting a job and succeeding on the job. Especially good for student who has made no occupational decisions.

New Readers Press, Box 131, Syracuse, New York 13210
Occupations I.
Caroline Blakely Ed.
Copyright - 1975 R.L. 3-4 $1.60

Gives a guide to careers in areas of service, government services, paraprofessional, clerical, hotel, and skilled manual occupations. Describes duties, qualifications, job outlooks for the 1970's etc. Salary predictions are not always realistic.

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C. CIVIC AND SOCIAL RESPONSIBILITIES

Channing L. Bete Co., Inc., Greenfield, Mass.
"What's a Family?" A Scriptographic Booklet
Copyright - 1975 R.L. 15.6 $ .25

A fifteen page booklet of cartoon and script comments answering the question, what is a family? Describes five basic elements that constitute a family. Emphasizes the importance of careful decisions in creating a family. Might be used to initiate a discussion in class or as a supplemental resource.

CEBCO Pflaum Publishing, 104 Fifth Avenue, New York, New York 10011
Basic Skills For Everyone/Long-Run Spirit Masters,
Eleanor R. Young
Copyright - 1972 R.L. 6.3-12.0 $19.95

A book of ditto masters related to areas such as: weights and measures, sizes, figuring costs, making change, figuring time and pay, reading and writing numbers, ordering by mail, addressing envelopes, abbreviations, alphabetical order, filing, dictionary use, phone book, newspaper ads, filling out printed forms, opening back accounts, recipe directions, map reading, graphs, timetables, using library and using encyclopedias. Excellent supplementary material.

Basic Skills Around the House/Long-Run Spirit Masters,
Eleanor R. Young
Copyright - 1974 R.L. 6 - 13.2 $7.95

A book of ditto masters that relate to such skills as: using a telephone book, days of the week, the calendar, telling time, finding things, finding information in a newspaper, reading and writing dollars and cents, writting checks and keeping young children safe. Can be used by teachers in most adult basic education. English as a second language classes as a supplementary material.

Basic Skills in Using Money/Long-Run Spirit Masters,
Eleanor R. Young
Copyright - 1974 R.L. 4.8 $7.95

Dittos designed to familiarize individuals with U.S. coins and paper money. Covers such topics as: value of coins, value of a dollar, writing dollars and cents, making change, etc. One to five worksheets are devoted to each main topic area. Excellent supplementary materials for both beginning ABE and ESL classes. Teacher's guide is found in the front of the book.

Basic Skills in Getting Around/Long Run Duplicator Masters,
Eleanor R. Young
Copyright - 1974 R.L. 3.8 $7.95

Ditto masters covering the following;

using a map scale, reading a road map, reading a transit map, reading a timetable, understanding a travel itinerary and time zones. Excellent supplementary material.

Basic Skills in Following Directions/Long Run Directions/Long Run Duplicator Masters,
Eleanor R. Young
Copyright - 1974 R.L. 7.0 $7.95

Ditto masters that address skills in the following areas: Following directions on a test, following a recipe, reading a chart, following package directions, finding the cheaper price, following vacuum cleaner directions, making a Halloween mask, finding directions on a map., using coin-operated washing machine, converting from Fahrenheit to Centigrade, converting from Centigrade to Fahrenheit.

Fearon Publishers, 6 Davis Drive, Belmont, California 94002
Building Safe Driving Skills,
Patrick Kelley
Copyright - 1972 R.L. 5 - 8.7 $4.35

Chapters are followed by comprehension and discussion questions. Topics include: driving personality, traffic laws, driver responsibility, how a car works, driving procedures, the pedestrian, motorcycles, car ownership. Entire set consists of test, tests on duplicating masters, a teacher's guide is also available.

Building Safe Driving Skills-Chapter Tests-Duplicating Masters,
Patrick Kelley
Copyright - 1972 R.L. 6.8 $7.20

Multiple choice chapter tests to accompany text, Building Safe Driving Skills

Building Safe Driving Skills - Teacher Guide,
Patrick Kelley
Copyright - 1972 R.L. Teacher Material $1.20

Contains organizational and instructional objectives, chapter guides, index of film sources, pamphlets and periodical publications, index of pamphlet and periodical sources.

Jodor Publishing Company, 2110 "K" St., Sacramento, California 95816
Teaching Survival Skills in ABE Vol. 1
John H. Camper
Copyright - 1976 R.L. Teacher Resource $4.50

An excellent "how to" manual for ABE teachers. Deals with the ABE student, how to prepare for the first class meeting, course development, methods, materials and evaluation. Lists of books and materials are available. Written so that teacher or paraprofessional may use effectively.

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Learning Trends, 175 5th Ave., New York, New York 10010
FORMS In Your Future - Worktext and teacher's Edition,

Copyright - 1973 R.L. 6-7

Contains twenty four forms frequently used by adults. Each unit has an explanation and vocabulary development. Teacher's Edition provides material for group study but there is no answer key. Worktext with perforated pages which allows for facilitator selection. Can be used for independent study.

New Readers Press, Box 121, Syracuse, New York 13210
How To Read Personal and Business Papers,
Frank C. Laubach, Elizabeth Mooney Kirk, Robert S. Laubach
Copyright - 1971 R.L. 6.9 $ .50

This fifteen page booklet contains three lessons: personal papers, business papers and application forms. Each lesson has a checkup exercise page and a page of activities for reinforcement.

How To Read Newspapers,
Frank C. Laubach, Elizabeth Mooney Kirk, Robert S. Laubach
Copyright - 1971 R.L. 8.1 $ .50

This booklet contains six lessons: introduction to newspapers, reading for entertainment, reading the ads, news stories, editorials and critical reading. Each lesson is followed by skills exercises and activities for reinforcement.

How To Use Telephones,
Frank C. Laubach, Elizabeth Mooney Kirk, Robert S. Laubach
Copyright - 1971 R.L. 6.0 $ .50

This booklet contains three lessons: tips on using the telephone, how to use telephone directory and tips on telephone courtesy. Each lesson is followed by skills exercises and an activity page for reinforcement. Vocabulary of booklet seems too difficult for skills being taught.

How To Read and Write Business Letters,
Frank C. Laubach, Elizabeth Mooney Kirk, Robert S. Laubach
Copyright - 1971 R.L. 9.3 $ .50

This booklet contains three lessons: how to write a business letter, letters of application and other kinds of business letters. Each lesson is followed by skill exercises and activity page for reinforcement.

How To Read Maps,
Frank C. Laubach, Elizabeth Mooney Kirk, Robert S. Laubach
Copyright - 1971 R.L. 4.8 $ .50

This booklet contains three lessons: how to read city maps, how to read road maps, how to read other maps. Each lesson is followed by skills exercises and an activity page for reinforcement.

Studying For a Driver's License,
Donald P. Joyce
Copyright - 1973 R.L. 8.1 $1.50

This worktext is based on the New York driver's manual. It contains a review of the driver's manual, more than 100 sample questions and important definitions. Good workbook to accompany a basic text in driver training.

Practice in Survival Reading 1 - Machine Age Riddles,
Calvin Greatsinger
Copyright - 1975 R.L. 6.3 $ .65

Series of wordings found on common machines. Black and white single line drawings of common machines we see and use everyday such as an alarm clock, parking meter, soft drink machine, pay phone etc. Student is to read instructions given on machine and guess what machine it is. Thirty-four machines are used. Could be used as a supplement.

Practice in Survival Reading 2 - Signs Around Town,
Calvin Greatsinger
Copyright - 1976 R.L. 4.8 $1.50

Photographs of twenty-five signs found around town. On opposite page of photograph is a set of ten questions about the signs dealing with locating facts, interpreting facts, and applying knowledge. Signs used are found in groceries, cleaners, department stores, airports, etc.

Practice in Survival Reading 4 - Read the Instructions First,
Calvin Greatsinger
Copyright - 1976 R.L. 4.2 $1.50

Series of twenty-five sets of instructions each followed by a set of ten questions dealing with locating facts, interpreting facts, applying knowledge. Instructions used are found on such common items as-car wash, steam iron, cake mix, etc.

Noble and Noble, Inc., One Dag Hammarskjold Plaza, 245 East 47th Street,
New York, New York 10017

How We Live/Noble's Adult Basic Education Series,
Angelica W. Cass
Copyright - 1949-66 R.L. 3.0-6.0 $1.98

Geared for needs of an adult who is beginning to read. Grouped into seven units of fifty-six topics dealing with adult daily needs in community, personal life and job. Beginning lessons build vocabulary with pictures and word lists. Book also contains some grammar exercises. Good supplemental book for foreign adult beginning reader.

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Your Family and Your Job/Noble's ABE Series,
Angelica W. Cass
Copyright - 1966 R.L. 3.4 $1.98

Series of nineteen very short stories about adult life covering topics such as shopping and savings accounts. Although a bit dated, a good practice reader for adults just beyond the 3.0 level of reading.

Live and Learn/Noble's ABE Education Series,
Angelica W. Cass
Copyright - 1962 R.L. 3.0-5.7 $2.49

Series of lessons built around experiences that the adult reader encounters in everyday life: world of work, months of the year, how to become U.S. citizens. Numbered question sentences followed by skill exercises are included. Material can be used with adults learning English on a 4.0 to 6.0 grade level.

Regents Publishing Company, Inc., 2 Park Ave., New York, New York 10016
The Signs of Life,
Eugene J. Hall
Copyright - 1967 R.L. 6.6 $1.00

Adult readings followed by questions requiring fill-ins, multiple choice, etc. on topics such as traffic signs, store signs, safety signs, abbreviations, travel signs, office building, personnel office and labels. New words are printed in BOLD type in margin. Suitable for advanced ABE and ESL students as well as beginning high school level adult students.

Frank E. Richards Publishing Company, Inc., 330 First St., Liverpool, New York 13088
A Step-by-Step Approach to Learning: How To Fill Out Application Forms,
Benjamin Piltch
Copyright - 1972 R.L. 6.0 $1.50

Series of blank application forms slowly increasing in difficulty. Forms require name, address, phone, social security number, training, references, date of birth, sex, height-weight, marital status, etc.

The Getting Along Series of Skills: After School's Out,
Thomas J. Mooney
Copyright - 1963 R.L. 2.6 $1.75

Three sections in this worktext follow this format: spelling words, word study, short story, discussion, exercises, reading test, and related math skills.

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The Getting Along Series of Skills: Money In The Pocket,
Thomas J. Mooney
Copyright - 1965 R.L. 3.7 $1.75

This workbook has three sections each dealing with such basic skills as reading, spelling, arithmetic, discussion. Set in practical situations adults find in the home or on the job.

The Getting Along Series of Skills: From Tires to Teeth,
Thomas J. Mooney
Copyright - 1965 R.L. 3.8 $1.75

Three main sections in this workbook reveal real life situations of a fictional family dealing with basic skills of reading, spelling, arithmetic. Good section on clocks and time. Devotes a section to the discussion of health habits.

Simon and Schuster, Inc., (Pocket Books) 630 Fifth St., New York, NY 10020
Poverty and The Poor,
Gerald Leinwand
Copyright - 1968 R.L. 8.2 $ .95

Book is divided into two parts - Part 1, The problem and the challenge, discusses the questions of poverty, What is it? Who are poor? Our attitudes past and present. Part II is a series of fifteen readings five to ten pages each by famous writers such as Sargent Shriver, Martin Luther King, Jr., John Kenneth Galbraith. Excellent book containing a wealth of information. Suggested reading for all teachers.

Special Service Supply, Box 705, Huntington, N. Y. 11743
Following Printed Directions,
Copyright - 1972 R.L. 4.2 $1.50

A series of puzzle like activities that can be solved by following the directions very carefully. Good concentration exercises that can be used to supplement many activities in various adult education classes. Answer sheet is included.

Dining Out-Skill-Text,
Copyright - 1968 R.L. 3.0-4.0

Several menus with prices and story problems to be solved using information on the menus. Prices not current but situations in problems are realistic although characters are mostly children.

Xerox Education Publications, Education Center, Columbus, Ohio 43216
Map Skill for Today/A Weekly Reader Practice,
Beth S. Atwood, Carolyn A. Paine
Copyright - 1975 R.L. 3.0 $ .50

Provides aid in using lobes and maps, map symbols, new map symbols, intermediate directions, using symbols and directions. Covers North America, United States, Northeastern States, Southern States, Western Mountains, Western Coast, Alaska, Hawaii, U.S. population and rainfall.

Bantam Books, School & College Div., 666 Fifth Ave., New York, NY 10019
Handbook of Homemade Power,
The Mother Earth News
Copyright - 1974 R.L. 5-6

Alternate energy sources from wood-you-chopped-yourself to methane gas from chicken droppings. Recreational reading-Fun!

CIVIC AND SOCIAL RESPONSIBILITIES: GOVERNMENT & LAW

Channing L. Bete Co., Inc.
Channing L. Bete Co., Inc., 45 Federal St., Greenfield, Mass. 01301

About Congress,
Copyright - 1962 R.L. 9.0 $1.00

General outline in cartoon-style describing workings of Congress. Reading level does not fit presentation. Supplementary use for quick review.

About the Executive Branch,
Copyright - 1970 R.L. 9.0 $1.00

General outline in cartoon-format describing executive branch of government. Includes departments and agencies. Reading level does not fit presentation. Used as supplementary material.

About Law,
Copyright - 1975 R.L. 9.0 $1.00

General outline in cartoon-like style explaining types of laws that apply most to individuals. Reading level does not fit presentation. Good review of types of law.

About Government in the United States,
Copyright - 1975 R.L. 9.0 $1.00

Cartoon-like booklet which gives a general outline of government as found in the United States.

About the U. S. Judicial System,
Copyright - 1969 R.L. 9.0 $1.00

General outline in cartoon-format, describing how the U.S. Judicial system functions. Could be good review material.

Social Security and You,
Copyright - 1976 R.L. 8.7 $ .25

This 15 page booklet uses cartoons and charts to describe social security, how to figure it, Medicare, who pays what?, and benefits. Good booklet telling the up-to-date Social Security story..

About the Constitution of the U.S.A.,
Copyright - 1960 R.L. 8.1 $1.00

Twenty-three pages of cartoon type drawings and hand-written explanation in margins of the U.S. Constitution. Good supplement to use in any class discussing the U.S. Constitution.

Fearon Publishers, 6 Davis Dr., Belmont, California 94002
In Your Country,
Margaret Hudson, Ann Weaver
Copyright - 1973 R.L. 4-5

Background and explanation of the Constitution. Features illustrations and photographs. Suitable for independent and group study.

Know Your Rights: The Young American Series,
Margaret W. Hudson
Copyright - 1971 R.L. 4.3 $ .90

A well written worktext which discusses-why there are laws and the first ten amendments of the Constitution.

In Your State: The Young American Series,
Margaret W. Hudson, Ann A. Weaver
Copyright - 1973 R.L. 5.8 $ .90

Interesting worktext which discusses: what is a state?, state constitution, state legislature, governor, members of executive branch, capital, elections, you and your Estate. Each section has various language skills exercises.

In Your Community: The Young American Series,
Margaret W. Hudson, Ann A. Weaver
Copyright - 1973 R.L. 4.3 $ .90

Interesting discussion of a sense of community, workers in your community (civil service), public services, taxes, laws, electing officials, and local government. Good discussion questions for ABE students included.

Follett Publishing Company, 1010 West Washington Blvd., Chicago, Illinois 60609

The Law for You,
H. MacBohlman, Herbert W. Bohlman
Copyright - 1975 R.L. 7.8 $1.29

Book discusses reasons for law, courts, lawyers and legal aid, legal protection for citizen rights, contracts and agreements, product liability, and death and wills. Mostly a statement of the facts. Questions for discussion at end of chapter suggest personal application.

The Town You Live In,
Richard H. Turner
Copyright - 1974 R.L. 4.8 $1.29

Reader-type worktext developes a story-line of Joey, a small-town boy, who learns to take care of himself in the city. Stories followed by comprehension exercises every two pages. Story is interesting but about a teen-ager.

General Learning Corporation, Career Advancement Programs, 753 Fairfield Ave., Bridgeport, Conn. 06604

Citizenship/Career Advancement Programs, General Ed. Curriculum: Lessons 1 and 2.
Contract with Job Corps.
Copyright - 1971 R.L. 10.5

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This is a programmed workbook with answers along right hand margins, covers your rights as a citizen of a democracy, a historical approach to the Constitution, government power and constitutional powers of Federal Government. Mastery test is included.

Citizenship/Career Advancement Programs, General Ed.
Curriculum: Lessons 3 and 4,
Contract with Job Corps.
Copyright - 1971 R.L. 10.8

Continuation of lessons 1 and 2. Covers area of what government does for you and your role as a citizen of a democracy. Mastery tests are included.

Harper and Row Publishers, Inc., 10 East 53rd St., New York, N.Y. 10022
Handbook of Everyday Law,
Martin J. Ross, B.S., J.D.
Copyright - 1967 R.L. 14.2 $1.50

Practical handbook for laymen describing legal rights and how to protect them. Includes: introduction to law, the contract, the sale of property, bailments, insurance, negotiable instruments, forms of business ownership, marriage and family relations, wills and estates, real property and trusts, criminal law and procedure, civil rights and limitations, financial aid and security laws, appendix and glossary. Excellent background material for use in creating government and law curriculum and as a general information resource.

Houghton-Mifflin Company, One Beacon St., Boston, Mass. 02108
Landlord and Tenant,
George Ranny, Jr.
Copyright - 1974 R.L. 5-6

Actual cases of tenants vs. landlords and the rulings of courts. Information on home buying and leases. Subjective exercises. Black and white photos to stimulate group discussion. Includes skills in reading graphs and charts. Under most circumstances, suitable for classroom use rather than independent study.

Law and the City: Justice in America Series,
Richard Groll, Jack Zevin
Copyright - 1974 R.L. 10.0 $1.80

Interesting presentation of city life, local government, urban regulation, urban planning and new town (Megalopolis).

Landlord and Tenant: Justice in America,
George Ranny, Jr., Edmond Parker, Richard Groll
Copyright - 1974 R.L. 4.6 $1.80

Contains information renting (contracts, leases, etc.), tenant and landlord responsibility, personal injury and buying a home. Law is applied to individual cases and problems.

Poverty and Welfare: Justice in America,
Robert Bennett, Thomas Newman
Copyright - 1974 R.L. 5.8 $1.80

Presents the historical development of poverty programs, an analysis of current welfare programs and explains new approaches. Law interestingly applied to problems of poverty. Uses individual cases to clarify information.

Youth and the Law: Justice in America,
M. Cherif Bassionni, Sister Therla Shiel
Copyright - 1974 R.L. 9.3 $1.80

Examines the role of young people in the family and in the community-nature and growth of delinquency and the function of the juvenile court system. Good book of this subject but reading level prevents wider use except as read by the teacher.

Crimes and Justice: Justice in America,
M. Cherif Bassionni, Michael Lawrence, Isidore Starr
Copyright - 1974 R.L. 6+ $1.80

Investigation of legal process for handling offenders-evaluation of seriousness of various types of crime and ways to reduce occurrence.

Law and the Consumer: Justice in America,
Robert Berger, Joseph Teplin
Copyright - 1974 R.L. 11.1 $1.80 + $2.70
Teacher's Guide

Laws and other Consumer contracts and credit evaluation of various ways to buy goods and services. Interesting, well-done but unfortunate reading level is so high. Good teacher resource.

Gary D. Lawson, 9488 Sara Street, Elk Grove, California
Color Me American,
Gary D. Lawson
Copyright - 1967 R.L. 8.0 $1.75

Overview of the Constitution-Activities section emphasizes responsibilities of elector franchise. Word study and reinforcement exercises follow each chapter. Independent study at level 7-8 could be taught or taped at level 5-6.

Learning Systems Company, Div. of Richard D. Irwin, Inc., Homewood, ILL 60403
Self Review in Business Law/Irwin Programmed Learning Aid Series,
A. James Barnes, J.D.
Copyright - 1974 R.L. 14.2

A 139 page programmed book covering following areas of Business Law: contracts, partnerships, corporations, property, sales, negotiable instruments, security, economic relations. Answers to questions given in text.

New Readers Press, Box 131, Syracuse, New York 13210

How to Register and Vote,
Katie Baer
Copyright - 1972 R.L. 7-12.9 $ .28

A 14 page pamphlet describing how to register and vote. Explains requirements, marking ballots, where and how to vote, absentee ballots and how votes are counted.

Government by the People: Part I,
Katie Baer
Copyright - 1972 R.L. 6-7

Part I covers the origins of the Declaration of Independence and the Constitution, an explanation of the Constitution and its amendments and the duties of the electorate. There are no reinforcement or evaluative exercises. Tells the story with the aid of black and white photographs. Suitable for independent or group study.

The People's Power-Government and Voting, Part II,
Katie Baer
Copyright - 1972 R.L. 6.0 $1.50

Gives general information on getting involved, political parties, our electoral system, electing the president, right to vote, register and vote, political interest groups and where do you fit in? Information presented in matter-of-fact manner.

Regents Publishing Company, Inc., 2 Park Avenue, New York, NY 10016

How Government Works (A Reading Improvement Text for Adults),
Eugene J. Hall
Copyright - 1970 R.L. 6.9

Workbook approach covering operation and services of local and federal governments. Rather episodic approach. Jumps from cars, to courts, to education. Difficult words are in margin. Exercises for discussion and English and reading improvements at the ends of chapters. Content and questions better than exercises.

Steck-Vaugh Company, P. O. Box 2028, Austin, Texas 78767

Being an Informed Citizen,
Stephan Udvari
Copyright - 1973 R.L. 7.0 $1.68

Discusses rights as a citizen, responsibilities as a citizen, voting, information and opinion (how to differentiate), propaganda and opinion. Well-done and informative. Could be used at 4-6, 7-8 ABE level with teacher guidance. Helps student think reasonably about government as it relates to his own problems.

The American People, Their History to 1900,
Henry Dethloff, Allen Begnaud
Copyright - 1972 R.L. 9.0 $1.68

Covers our history from the Voyage of Columbus through American foreign relations of 1900. Several areas of emphasis are 1. increasing role of Federal government in American life, 2. how minority groups have come to share more fully in American life, 3. American movement away from isolation, 4. development of the American political system, changes in American economic life. Each chapter is followed by vocabulary, comprehension questions and practice tests. Many maps, charts, and pictures are included. Very good American History worktext for adults on a 9th grade reading level.

The American People, Their History Since 1900,
Henry Dethloff, Allen Begnaud
Copyright - 1972 R.L. 9.2-10.5 $1.68

Covers American history from the Progressives of 1900-20 to the Nixon China Policy of 1972. Emphasis is on increasing role of Federal government in American life, how minority groups have come to share in American life, our involvement in world affairs, and changes in our economy. Each chapter is followed by vocabulary and comprehension exercises plus practice tests.

Universal Publishing and Distributing Corp., 235 East 45th St., New York, New York 10017

How to Stay Out of Court,
Robert Coulson
Copyright - 1968 R.L. 12.1 $ .95

Aim of book is to encourage voluntary arbitration of disputes and thereby spare court system from unnecessary litigation. Eight sections covers secret cost of conflict, how to use legal fire power, forcing a fair settlement, settling most common disputes, how professional executives resolve disputes, modern techniques and organizing to bring about change. An interesting, well written home and office legal adviser.

Steck-Vaughn Company, P.O.Box 2028, Austin, Texas 78767

Where To Go, Who To See, What To Do,
Stephen S. Udvari
Copyright - 1973 R.L. 5.7 $1.68

Overview of community resources for those with problems: social, health, medical, employment, legal, recreational. Good overview. Specific information would have to be by teacher.

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D. AESTHETIC AND HUMANISTIC APPRECIATIONS

AESTHELIC AND HUMANISTIC APPRECIATIONS

Fearon Publishers, Inc., Education Div., 6 Davis Dr., Belmont, California 94002
Going Places With Your Personality/A Guide To Successful Living,
Charles H. Kah, Robert Tong, Wing Jew
Copyright - 1971 R.L. 2.7 $1.88

This worktext covers such areas as-being on time, getting along with others, getting and giving help, getting and giving instructions, getting things done, putting it all together. It was designed for special education high school students and attempts to focus attention on personal attitudes and habits that can make lives more successful. Excellent teacher's manual in included. Good worktext for high school or adult special education or ABE adult on a 3rd grade reading level who might not be able to profit from a more sophisticated treatment given the subject in standard texts.

Follett Publishing Company, 1010 West Washington Blvd., Chicago, ILL. 60609
The Person You Are, Revised,
Richard H. Turner
Copyright - 1974 R.L. 4.8 $1.29

A worktext consisting of 22 stories about a high school boy and girl. Each short story followed by language arts skills exercises. Purpose is to look at one's own personal habits and personalities. Realistic story would hold interest of teen-ager but not pertinent material for adult groups.

The Friends You Make: Turner-Livingston Reading Series,
Richard H. Turner
Copyright - 1974 R.L. 4.8 $1.29

A series of short readings about Steve and Diane, two teen-agers. Each short reading is followed by skills exercises. Story line centers around friends you make in the teen age years. Good reading skill text for teen-agers not of interest to adults.

Taking Stock,
Beatrice F. Dare, Edward J. Wolfe
Copyright - 1966 R.L. 5.2 $ .99

Worktext designed to improve language arts skills as well as social attitudes. Readings followed by various exercises include "To You", "Likeable Traits", "Unlikeable Traits", and "Your Traits".

Taking Stock: Teacher's Manual,
Beatrice F. Dare, Edward J. Wolfe
Copyright - 1966 R.L. Teacher Resource $1.65

Good teaching suggestions for worktext entitled "Taking Stock". Student's text is printed in instructor's copy.

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You and Your Needs,
Beatrice F. Dare, Edward J. Wolfe
Copyright - 1966 R.L. 4.6 $ .99

Worktext containing short readings on the needs of the body, need for attention, need to achieve, worktext is designed for adults to improve language arts skills and encourage good social attitudes and skills.

You and Your Needs: Teacher's Manual,
Beatrice F. Dare, Edward J. Wolfe
Copyright - 1966 R.L. Teacher Resource $1.65

Teaching suggestions on how to effectively use material. Student's text printed in teacher's text. Essential if student text is used.

You and They,
Beatrice F. Dare, Edward J. Wolfe
Copyright - 1966 R.L. 4.3 $ .99

This booklet is designed to teach reading and writing skills simultaneously with social skills and good social attitudes. Listening and organizational skills are stressed. Content includes-"You and They Are Alike", "You and They Are Different", "Who Are You?", Each reading is followed by exercises. Good skill builder presented in an interesting adult orientated format.

You and They: Teacher's Manual,
Beatrice F. Dare, Edward J. Wolfe
Copyright - 1966 R.L. Teachers Material $1.65

Good discussion of how best to use "You and They". Student's text is printed in instructor's book.

You Are Heredity and Environment,
Beatrice F. Dare, Edward J. Wolfe
Copyright - 1966 R.L. 4.8 $ .99

Worktext designed to improve language arts skills along with social attitudes in the context of heredity and environment. Readings of one page in length followed by exercises include: heredity makes a difference, environment makes you different, Your Heredity and Your Environment-You. Good worktext for adults. Teacher's manual is separate volume.

McGraw-Hill Book Company, 1221 Avenue of Americas, New York, New York 10020

You Said It,
Margaret E. Andrews
Copyright - 1968 R.L. 5.7 $1.68

The book was written to help the reader communicate better. Chapters address topics such as communication and you, communicate in many directions, say it in many ways. These are followed by study guides. Purpose is to correct talking, writing, listening and reading so that student can get more out of life especially job opportunities. Practical interesting information on learning to communicate better in order to improve one's self.

About Her,
Margaret E. Andrews
Copyright - 1968 R.L. 6.0 $1.68

Features tips on how a woman can be a success on the job. Gives advise on clothes, grooming, personality, health, behavior, emotions and feelings about self. Eight chapters each followed by a study guide. Difficult words are footnoted with definitions. Interesting and practical book about making the most of yourself in order to be a success.

About Him,
Margaret E. Andrews
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Tells how a young man can be a success on a job by learning more about himself in such areas as clothes and grooming, personality, health, speech. Study guide follows each chapter. Interesting and realistic book on knowing yourself and making the most of it to be a success on the job and off.

Steck-Vaugh Company, P. O. Box 2028, Austin, Texas 78767

Becomming a More Effective Person/Family Development Series,
Stephen S. Udvari
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Worktext with purpose of helping student become a more effective person. A series of realistic adult situations are presented and discussed in 5 sections, change-how it affects you, identifying wants and needs, planning and reaching goals, gaining self-direction and making things change. Well presented realistic discussion for adults on a good high school level on the topic of becoming a more effective person.

Understanding Yourself/Family Development Series,
Stephen S. Udvari
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Worktext which presents realistic everyday situations discussing the topic of understanding yourself in the following 5 sections-having a positive view, heredity and environment, learning and mental health, health and recreation, values to live by.

Michigan
Adult Basic Education
Needs Assessment
1978

This project was developed and published by Macomb Intermediate School District, Mt. Clemens, Michigan. Support for this project was provided by a grant of Federal funds under Section 309 of the Adult Education Act (P.L. 91-230 III), as amended, administered by the Michigan Department of Education. Points of view and opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Michigan Department of Education.

Project Staff:

Margaret L. Dickinson, Project Specialist
Edward S. Balian, Ph.D., Project Specialist
Ronald I. Pollack, Ph.D., Project Director
Carlotta Gabard, Final Report Editor

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APPENDIX F

DETAILED FREQUENCY TABLES FOR SELECTED STUDENT LINE ITEMS

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04-21-78          FILE - S4       - CREATED 04-21-78

V1        READ A NEWSPAPER TO LEARN ABOUT WHAT IS

                                                RELATIVE   ADJUSTED    CUM
                                       ABSOLUTE   FREQ       FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)      (PCT)     (PCT)

STRONGLY DISAGREE                  1.      31       5.6        6.0       6.0

SORT OF DISAGREE                   2.      33       6.0        6.4      12.4

SORT OF AGREE                      3.     147      26.7       28.5      41.0

STRONGLY AGREE                     4.     304      55.2       59.0     100.0

                                  -0.      36       6.5    MISSING     100.0
                                        -------   -------    -------
                                TOTAL     551     100.0      100.0

MEAN            3.406      STD ERR       0.038      MEDIAN          3.653
MODE            4.000      STD DEV       0.855      VARIANCE        0.732
KURTOSIS        1.426      SKEWNESS     -1.464      RANGE           3.000
MINIMUM         1.000      MAXIMUM       4.000

VALID CASES       515      MISSING CASES    36


04-21-78          FILE - S4       - CREATED 04-21-78

V2        FILL IN THE SPACES ON A JOB APPLICATION

                                                RELATIVE   ADJUSTED    CUM
                                       ABSOLUTE   FREQ       FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)      (PCT)     (PCT)

STRONGLY DISAGREE                  1.      28       5.1        5.4       5.4

SORT OF DISAGREE                   2.      44       8.0        8.5      14.0

SORT OF AGREE                      3.     109      19.8       21.2      35.1

STRONGLY AGREE                     4.     334      60.6       64.9     100.0

                                  -0.      36       6.5    MISSING     100.0
                                        -------   -------    -------
                                TOTAL     551     100.0      100.0

MEAN            3.454      STD ERR       0.038      MEDIAN          3.729
MODE            4.000      STD DEV       0.864      VARIANCE        0.746
KURTOSIS        1.388      SKEWNESS     -1.530      RANGE           3.000
MINIMUM         1.000      MAXIMUM       4.000

VALID CASES       515      MISSING CASES
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04-21-78          FILE - S4        - CREATED 04-21-78

V3        UNDERSTAND THE MEANING OF THINGS I

                                                  RELATIVE   ADJUSTED    CUM
                                        ABSOLUTE    FREQ       FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)      (PCT)     (PCT)

STRONGLY DISAGREE                  1.       20       3.6        3.9       3.9

SORT OF DISAGREE                   2.       49       8.9        9.5      13.4

SORT OF AGREE                      3.      152      27.6       29.5      42.9

STRONGLY AGREE                     4.      294      53.4       57.1     100.0

                                  -0.       36       6.5     MISSING    100.0
                                         -------   -------    ------
                                 TOTAL     551     100.0      100.0


MEAN           3.398     STD ERR        0.036      MEDIAN          3.624
MODE           4.000     STD DEV        0.815      VARIANCE        0.664
KURTOSIS       0.958     SKEWNESS      -1.281      RANGE           3.000
MINIMUM        1.000     MAXIMUM        4.000

VALID CASES      515     MISSING CASES     36


04-21-78          FILE - S4        - CREATED 04-21-78

V4        FIGURE OUT THE BEST BUYS

                                                  RELATIVE   ADJUSTED    CUM
                                        ABSOLUTE    FREQ       FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)      (PCT)     (PCT)

STRONGLY DISAGREE                  1.       24       4.4        4.7       4.7

SORT OF DISAGREE                   2.       23       4.2        4.5       9.2

SORT OF AGREE                      3.      136      24.7       26.6      35.7

STRONGLY AGREE                     4.      329      59.7       64.3     100.0

                                  -0.       39       7.1     MISSING    100.0
                                         -------   -------    ------
                                 TOTAL     551     100.0      100.0


MEAN           3.504     STD ERR        0.035      MEDIAN          3.722
MODE           4.000     STD DEV        0.789      VARIANCE        0.622
KURTOSIS       2.554     SKEWNESS      -1.730      RANGE           3.000
MINIMUM        1.000     MAXIMUM        4.000

VALID CASES      512     MISSING CASES     39
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04-21-78            FILE - S4        - CREATED 04-21-78

V5         DECIDE WHO TO VOTE FOR

                                                RELATIVE   ADJUSTED     CUM
                                     ABSOLUTE     FREQ       FREQ      FREQ
CATEGORY LABEL               CODE      FREQ      (PCT)      (PCT)     (PCT)

STRONGLY DISAGREE              1.        42        7.6        8.4       8.4

SORT OF DISAGREE               2.        54        9.8       10.8      19.1

SORT OF AGREE                  3.       133       24.1       26.5      45.6

STRONGLY AGREE                 4.       273       49.5       54.4     100.0

                              -0.        49        8.9    MISSING     100.0
                                     -------    -------    -------
                            TOTAL       551      100.0      100.0

MEAN           3.269      STD ERR         0.043       MEDIAN         3.581
MODE           4.000      STD DEV         0.957       VARIANCE       0.916
KURTOSIS       0.191      SKEWNESS       -1.137       RANGE          3.000
MINIMUM        1.000      MAXIMUM         4.000

VALID CASES      502      MISSING CASES     49
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04-21-78            FILE - S4        - CREATED 04-21-78

V6         ENJOY MY WORK, WHEN EMPLOYED

                                                RELATIVE   ADJUSTED     CUM
                                     ABSOLUTE     FREQ       FREQ      FREQ
CATEGORY LABEL               CODE      FREQ      (PCT)      (PCT)     (PCT)

STRONGLY DISAGREE              1.        19        3.4        3.7       3.7

SORT OF DISAGREE               2.        17        3.1        3.3       7.0

SORT OF AGREE                  3.       106       19.2       20.7      27.7

STRONGLY AGREE                 4.       371       67.3       72.3     100.0

                              -0.        38        6.9    MISSING     100.0
                                     -------    -------    -------
                            TOTAL       551      100.0      100.0

MEAN           3.616      STD ERR         0.032       MEDIAN         3.809
MODE           4.000      STD DEV         0.725       VARIANCE       0.526
KURTOSIS       4.330      SKEWNESS       -2.136       RANGE          3.000
MINIMUM        1.000      MAXIMUM         4.000

VALID CASES      513      MISSING CASES     38
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04-21-78          FILE - S4       - CREATED 04-21-78

V7        READ MAGAZINES FOR PLEASURE

                                                RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE      FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                1.        40       7.3       7.9       7.9

SORT OF DISAGREE                 2.        75      13.6      14.8      22.6

SORT OF AGREE                    3.       195      35.4      38.4      61.0

STRONGLY AGREE                   4.       198      35.9      39.0     100.0

                                -0.        43       7.8   MISSING     100.0
                                        -------   -------   -----
                              TOTAL       551     100.0     100.0


MEAN         3.085    STD ERR       0.041      MEDIAN        3.213
MODE         4.000    STD DEV       0.920      VARIANCE      0.847
KURTOSIS    -0.240    SKEWNESS     -0.778      RANGE         3.000
MINIMUM      1.000    MAXIMUM       4.000

VALID CASES    508    MISSING CASES    43


04-21-78          FILE - S4       - CREATED 04-21-78

V8        CRDER GOODS THROUGH THE MAIL

                                                RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE      FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                1.       107      19.4      21.1      21.1

SORT OF DISAGREE                 2.        97      17.6      19.2      40.3

SORT OF AGREE                    3.       156      28.3      30.8      71.1

STRONGLY AGREE                   4.       146      26.5      28.9     100.0

                                -0.        45       8.2   MISSING     100.0
                                        -------   -------   -----
                              TOTAL       551     100.0     100.0


MEAN         2.674    STD ERR       0.049      MEDIAN        2.814
MODE         3.000    STD DEV       1.106      VARIANCE      1.222
KURTOSIS    -1.256    SKEWNESS     -0.273      RANGE         3.000
MINIMUM      1.000    MAXIMUM       4.000

VALID CASES    506    MISSING CASES    45
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04-21-78            FILE - S4        - CREATED 04-21-78

V9         LISTEN TO OTHERS TALK

                                                   RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE     FREQ    (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                    1.      109     19.8      21.4      21.4

SORT OF DISAGREE                     2.       96     17.4      18.8      40.2

SORT OF AGREE                        3.      162     29.4      31.8      72.0

STRONGLY AGREE                       4.      143     26.0      28.0     100.0

                                    -0.       41      7.4    MISSING    100.0
                                          -------   ------    ------
                                  TOTAL      551    100.0     100.0


MEAN            2.665      STD ERR         0.049        MEDIAN          2.809
MODE            3.000      STD DEV         1.102        VARIANCE        1.213
KURTOSIS       -1.246      SKEWNESS       -0.272        RANGE           3.000
MINIMUM         1.000      MAXIMUM         4.000

VALID CASES       510      MISSING CASES     41


04-21-78            FILE - S4        - CREATED 04-21-78

V10        UNDERSTAND WHAT MY PAYCHECK DEDUCT.

                                                   RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE     FREQ    (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                    1.       31      5.6       6.1       6.1

SORT OF DISAGREE                     2.       39      7.1       7.6      13.7

SORT OF AGREE                        3.       99     18.0      19.4      33.1

STRONGLY AGREE                       4.      341     61.9      66.9     100.0

                                    -0.       41      7.4    MISSING    100.0
                                          -------   ------    ------
                                  TOTAL      551    100.0     100.0


MEAN            3.471      STD ERR         0.039        MEDIAN          3.752
MODE            4.000      STD DEV         0.877        VARIANCE        0.768
KURTOSIS        1.593      SKEWNESS       -1.614        RANGE           3.000
MINIMUM         1.000      MAXIMUM         4.000

VALID CASES       510      MISSING CASES     41
```

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04-21-78          FILE - S4        - CREATED 04-21-78

V13       USE A VOTING MACHINE

                                                 RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ      (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                 1.      144      26.1      27.6      27.6

SORT OF DISAGREE                  2.       61      11.1      11.7      39.3

SORT OF AGREE                     3.      106      19.2      20.3      59.7

STRONGLY AGREE                    4.      210      38.1      40.3     100.0

                                 -0.       30       5.4    MISSING    100.0
                                        ------    ------    ------
                                TOTAL     551     100.0     100.0

MEAN          2.733     STD ERR        0.055       MEDIAN        3.024
MODE          4.000     STD DEV        1.248       VARIANCE      1.558
KURTOSIS     -1.527     SKEWNESS      -0.342       RANGE         3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES     521     MISSING CASES     30


04-21-78          FILE - S4        - CREATED 04-21-78

V14       DO THE PAPERWORK FOR A JOB

                                                 RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ      (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                 1.      101      18.3      19.5      19.5

SORT OF DISAGREE                  2.       90      16.3      17.4      36.9

SORT OF AGREE                     3.      157      28.5      30.3      67.2

STRONGLY AGREE                    4.      170      30.9      32.8     100.0

                                 -0.       33       6.0    MISSING    100.0
                                        ------    ------    ------
                                TOTAL     551     100.0     100.0

MEAN          2.764     STD ERR        0.049       MEDIAN        2.933
MODE          4.000     STD DEV        1.108       VARIANCE      1.229
KURTOSIS     -1.195     SKEWNESS      -0.388       RANGE         3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES     518     MISSING CASES     33
```

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735

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04-21-78          FILE - S4        - CREATED 04-21-78

V15       TALK ABOUT FEELINGS AND IDEAS

                                                   RELATIVE  ADJUSTED    CUM
                                         ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                    1.      28       5.1       5.3       5.3

SORT OF DISAGREE                     2.      48       8.7       9.1      14.5

SORT OF AGREE                        3.     174      31.6      33.1      47.6

STRONGLY AGREE                       4.     275      49.9      52.4     100.0

                                    -0.      26       4.7   MISSING     100.0
                                          -----     -----     -----
                                  TOTAL     551     100.0     100.0


MEAN          3.326     STD ERR        0.037      MEDIAN        3.545
MODE          4.000     STD DEV        0.851      VARIANCE      0.724
KURTOSIS      0.764     SKEWNESS      -1.200      RANGE         3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES     525     MISSING CASES     26


04-21-78          FILE - S4        - CREATED 04-21-78

V16       USE MONEY WISELY BY FIGURING OUT

                                                   RELATIVE  ADJUSTED    CUM
                                         ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                    1.      33       6.0       6.3       6.3

SORT OF DISAGREE                     2.      33       6.0       6.3      12.5

SORT OF AGREE                        3.     152      27.6      28.8      41.3

STRONGLY AGREE                       4.     310      56.3      58.7     100.0

                                    -0.      23       4.2   MISSING     100.0
                                          -----     -----     -----
                                  TOTAL     551     100.0     100.0


MEAN          3.400     STD ERR        0.037      MEDIAN        3.648
MODE          4.000     STD DEV        0.861      VARIANCE      0.741
KURTOSIS      1.400     SKEWNESS      -1.459      RANGE         3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES     528     MISSING CASES     23
```

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04-21-78            FILE - S4        - CREATED 04-21-78

V17        PROTECT MY LEGAL RIGHTS IF ARRESTED

                                                    RELATIVE   ADJUSTED      CUM
                                          ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                    CODE      FREQ     (PCT)      (PCT)      (PCT)

STRONGLY DISAGREE                   1.        82      14.9       15.8       15.8

SORT OF DISAGREE                    2.        79      14.3       15.2       31.0

SORT OF AGREE                       3.       118      21.4       22.7       53.7

STRONGLY AGREE                      4.       241      43.7       46.3      100.0

                                   -0.        31       5.6    MISSING      100.0
                                          -------   -------    -------
                                 TOTAL       551     100.0      100.0

MEAN            2.996      STD ERR          0.049      MEDIAN              3.339
MODE            4.000      STD DEV          1.117      VARIANCE            1.249
KURTOSIS       -0.986      SKEWNESS        -0.675      RANGE               3.000
MINIMUM         1.000      MAXIMUM          4.000

VALID CASES       520      MISSING CASES     31


04-21-78            FILE - S4        - CREATED 04-21-78

V18        COOPERATE WITH OTHERS FOR SUCCESS

                                                    RELATIVE   ADJUSTED      CUM
                                          ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                    CODE      FREQ     (PCT)      (PCT)      (PCT)

STRONGLY DISAGREE                   1.        26       4.7        5.0        5.0

SORT OF DISAGREE                    2.        30       5.4        5.8       10.8

SORT OF AGREE                       3.       103      18.7       19.9       30.8

STRONGLY AGREE                      4.       358      65.0       69.2      100.0

                                   -0.        34       6.2    MISSING      100.0
                                          -------   -------    -------
                                 TOTAL       551     100.0      100.0

MEAN            3.534      STD ERR          0.036      MEDIAN              3.778
MODE            4.000      STD DEV          0.817      VARIANCE            0.668
KURTOSIS        2.533      SKEWNESS        -1.820      RANGE               3.000
MINIMUM         1.000      MAXIMUM          4.000

VALID CASES       517      MISSING CASES     34
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04-21-78            FILE - S4        - CREATED 04-21-78

V19        READ BOOKS FOR FUN

                                                 RELATIVE  ADJUSTED    CUM
                                        ABSOLUTE    FREQ      FREQ     FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)    (PCT)

STRONGLY DISAGREE                  1.       53       9.6      10.2     10.2

SORT OF DISAGREE                   2.       83      15.1      16.0     26.2

SORT OF AGREE                      3.      162      29.4      31.2     57.3

STRONGLY AGREE                     4.      222      40.3      42.7    100.0

                                  -0.       31       5.6   MISSING    100.0
                                         -------   -------   -------
                                 TOTAL     551     100.0     100.0


MEAN             3.063     STD ERR          0.044       MEDIAN           3.265
MODE             4.000     STD DEV          0.996       VARIANCE         0.992
KURTOSIS        -0.566     SKEWNESS        -0.750       RANGE            3.000
MINIMUM          1.000     MAXIMUM          4.000

VALID CASES        520     MISSING CASES      31


04-21-78            FILE - S4        - CREATED 04-21-78

V20        FILL OUT FORMS AT A HEALTH CLINIC

                                                 RELATIVE  ADJUSTED    CUM
                                        ABSOLUTE    FREQ      FREQ     FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)    (PCT)

STRONGLY DISAGREE                  1.       81      14.7      15.6     15.6

SORT OF DISAGREE                   2.       63      11.4      12.1     27.7

SORT OF AGREE                      3.      142      25.8      27.4     55.1

STRONGLY AGREE                     4.      233      42.3      44.9    100.0

                                  -0.       32       5.8   MISSING    100.0
                                         -------   -------   -------
                                 TOTAL     551     100.0     100.0


MEAN             3.015     STD ERR          0.048       MEDIAN           3.313
MODE             4.000     STD DEV          1.094       VARIANCE         1.197
KURTOSIS        -0.805     SKEWNESS        -0.750       RANGE            3.000
MINIMUM          1.000     MAXIMUM          4.000

VALID CASES        519     MISSING CASES      32
```

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04-21-78          FILE - S4        - CREATED 04-21-78

V21       GIVE DIRECTIONS TO SOMEONE

                                                     RELATIVE  ADJUSTED      CUM
                                           ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL                      CODE     FREQ     (PCT)     (PCT)      (PCT)

STRONGLY DISAGREE                     1.       66      12.0      12.6       12.6

SORT OF DISAGREE                      2.       64      11.6      12.2       24.8

SORT OF AGREE                         3.      148      26.9      28.2       53.0

STRONGLY AGREE                        4.      247      44.8      47.0      100.0

                                     -0.       26       4.7   MISSING      100.0
                                           ------    ------    ------
                                   TOTAL      551     100.0     100.0

MEAN            3.097      STD ERR          0.046      MEDIAN          3.395
MODE            4.000      STD DEV          1.043      VARIANCE        1.088
KURTOSIS       -0.516      SKEWNESS        -0.864      RANGE           3.000
MINIMUM         1.000      MAXIMUM          4.000

VALID CASES       525      MISSING CASES     26
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04-21-78          FILE - S4        - CREATED 04-21-78

V22       USE MEASURING TOOLS ON THE JOB

                                                     RELATIVE  ADJUSTED      CUM
                                           ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL                      CODE     FREQ     (PCT)     (PCT)      (PCT)

STRONGLY DISAGREE                     1.       79      14.3      15.3       15.3

SORT OF DISAGREE                      2.       78      14.2      15.1       30.4

SORT OF AGREE                         3.      156      28.3      30.2       60.7

STRONGLY AGREE                        4.      203      36.8      39.3      100.0

                                     -0.       35       6.4   MISSING      100.0
                                           ------    ------    ------
                                   TOTAL      551     100.0     100.0

MEAN            2.936      STD ERR          0.047      MEDIAN          3.147
MODE            4.000      STD DEV          1.075      VARIANCE        1.155
KURTOSIS       -0.912      SKEWNESS        -0.617      RANGE           3.000
MINIMUM         1.000      MAXIMUM          4.000

VALID CASES       516      MISSING CASES     35
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04-21-78            FILE - S4         - CREATED 04-21-78

V23        MAKE DECISIONS ABOUT USING FREE

                                                  RELATIVE   ADJUSTED      CUM
                                        ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                   CODE     FREQ      (PCT)      (PCT)      (PCT)

STRONGLY DISAGREE                  1.       34        6.2        6.5        6.5

SORT OF DISAGREE                   2.       39        7.1        7.4       13.9

SORT OF AGREE                      3.      167       30.3       31.8       45.7

STRONGLY AGREE                     4.      285       51.7       54.3      100.0

                                  -0.       26        4.7    MISSING      100.0
                                        ------     ------     ------
                                TOTAL      551      100.0      100.0


MEAN            3.339      STD ERR        0.038        MEDIAN          3.579
MODE            4.000      STD DEV        0.873        VARIANCE        0.763
KURTOSIS        0.964      SKEWNESS      -1.303        RANGE           3.000
MINIMUM         1.000      MAXIMUM        4.000

VALID CASES       525      MISSING CASES    26


04-21-78            FILE - S4         - CREATED 04-21-78

V24        DECIDE HOW 2 FEEL ABOUT BIRTH CONT.

                                                  RELATIVE   ADJUSTED      CUM
                                        ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                   CODE     FREQ      (PCT)      (PCT)      (PCT)

STRONGLY DISAGREE                  1.       88       16.0       16.9       16.9

SORT OF DISAGREE                   2.       56       10.2       10.7       27.6

SORT OF AGREE                      3.      109       19.8       20.9       48.6

STRONGLY AGREE                     4.      268       48.6       51.4      100.0

                                  -0.       30        5.4    MISSING      100.0
                                        ------     ------     ------
                                TOTAL      551      100.0      100.0


MEAN            3.069      STD ERR        0.050        MEDIAN          3.528
MODE            4.000      STD DEV        1.138        VARIANCE        1.295
KURTOSIS       -0.829      SKEWNESS      -0.827        RANGE           3.000
MINIMUM         1.000      MAXIMUM        4.000

VALID CASES       521      MISSING CASES    30
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04-21-78            FILE - S3        - CREATED 04-21-78

V1          READ NEWSPAPERS AND MAGAZINE ADS

                                                 RELATIVE  ADJUSTED      CUM
                                       ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL                  CODE     FREQ      (PCT)     (PCT)      (PCT)

STRONGLY DISAGREE                 1.       43        8.4       9.0        9.0

SORT OF DISAGREE                  2.       56       11.0      11.7       20.6

SORT OF AGREE                     3.      173       34.0      36.0       56.7

STRONGLY AGREE                    4.      208       40.9      43.3      100.0

                                 -0.       29        5.7    MISSING     100.0
                                        -------   -------   -------
                               TOTAL      509      100.0     100.0

MEAN             3.137     STD ERR         0.043        MEDIAN          3.315
MODE             4.000     STD DEV         0.944        VARIANCE        0.891
KURTOSIS        -0.074     SKEWNESS       -0.920        RANGE           3.000
MINIMUM          1.000     MAXIMUM         4.000

VALID CASES        480     MISSING CASES      29
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04-21-78            FILE - S3        - CREATED 04-21-78

V2          FILL OUT VOTER REGISTRATION FORMS

                                                 RELATIVE  ADJUSTED      CUM
                                       ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL                  CODE     FREQ      (PCT)     (PCT)      (PCT)

STRONGLY DISAGREE                 1.       51       10.0      10.5       10.5

SORT OF DISAGREE                  2.       59       11.6      12.2       22.7

SORT OF AGREE                     3.      147       28.9      30.3       53.0

STRONGLY AGREE                    4.      228       44.8      47.0      100.0

                                 -0.       24        4.7    MISSING     100.0
                                        -------   -------   -------
                               TOTAL      509      100.0     100.0

MEAN             3.138     STD ERR         0.045        MEDIAN          3.401
MODE             4.000     STD DEV         0.998        VARIANCE        0.995
KURTOSIS        -0.293     SKEWNESS       -0.919        RANGE           3.000
MINIMUM          1.000     MAXIMUM         4.000

VALID CASES        485     MISSING CASES      24
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04-21-78          FILE - S3       - CREATED 04-21-78

V3       SAY THE RIGHT THING AT A JOB INTER.

                                               RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                1.      18       3.5       3.7       3.7

SORT OF DISAGREE                 2.      18       3.5       3.7       7.3

SORT OF AGREE                    3.      63      12.4      12.8      20.2

STRONGLY AGREE                   4.     392      77.0      79.8     100.0

                                -0.      18       3.5    MISSING    100.0
                                       ------    ------    ------
                              TOTAL     509     100.0     100.0


MEAN            3.688     STD ERR          0.032        MEDIAN         3.874
MODE            4.000     STD DEV          0.713        VARIANCE       0.509
KURTOSIS        5.794     SKEWNESS        -2.513        RANGE          3.000
MINIMUM         1.000     MAXIMUM          4.000

VALID CASES      491      MISSING CASES     18


04-21-78          FILE - S3       - CREATED 04-21-78

V4       KEEP SCORE IN GAMES

                                               RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                1.      68      13.4      14.1      14.1

SORT OF DISAGREE                 2.      65      12.8      13.5      27.5

SORT OF AGREE                    3.     184      36.1      38.1      65.6

STRONGLY AGREE                   4.     166      32.6      34.4     100.0

                                -0.      26       5.1    MISSING    100.0
                                       ------    ------    ------
                              TOTAL     509     100.0     100.0


MEAN            2.928     STD ERR          0.046        MEDIAN         3.090
MODE            3.000     STD DEV          1.019        VARIANCE       1.038
KURTOSIS       -0.668     SKEWNESS        -0.658        RANGE          3.000
MINIMUM         1.000     MAXIMUM          4.000

VALID CASES      483      MISSING CASES     26
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04-21-78          FILE - S3        - CREATED 04-21-78

V5    .    AVOID LIQUCR AND DRUG PRCBLEMS

                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                      CODE    FREQ      (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                     1.      59      11.6      12.1      12.1

SORT OF DISAGREE                      2.      52      1C.2      10.7      22.8

SORT OF AGREE                         3.      97      19.1      20.0      42.8

STRONGLY AGREE                        4.     278      54.6      57.2     100.0

                                     -0.      23       4.5    MISSING    100.0
                                          ------    ------    ------
                                   TOTAL     509     100.0     100.0

MEAN          3.222     STD ERR        0.048        MEDIAN        3.626
MODE          4.000     STD DEV        1.057        VARIANCE      1.118
KURTOSIS     -0.249     SKEWNESS      -1.074        RANGE         3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES     486     MISSING CASES     23


04-21-78          FILE - S3        - CREATED 04-21-78

V6         PARTICIPATE IN OUR SYSTEM CF GOVERN.

                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                      CODE    FREQ      (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                     1.      45       8.8       9.2       9.2

SORT OF DISAGREE                      2.      61      12.0      12.5      21.8

SORT OF AGREE                         3.     174      34.2      35.7      57.5

STRONGLY AGREE                        4.     207      40.7      42.5     100.0

                                     -0.      22       4.3    MISSING    100.0
                                          ------    ------    ------
                                   TOTAL     509     100.0     100.0

MEAN          3.115     STD ERR        0.043        MEDIAN        3.290
MODE          4.000     STD DEV        0.953        VARIANCE      0.909
KURTOSIS     -0.188     SKEWNESS      -0.876        RANGE         3.000
MINIMUM       1.000     MAXIMUM    18  4.000

VALID CASES     487     MISSING CASES     22
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04-21-78          FILE - S3        - CREATED 04-21-78

V7        READ HELP WANTED ADS

                                          RELATIVE  ADJUSTED     CUM
                                 ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL             CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE            1.      31      6.1       6.5       6.5

SORT OF DISAGREE             2.      45      8.8       9.4      15.9

SORT OF AGREE                3.     164     32.2      34.4      50.3

STRONGLY AGREE               4.     237     46.6      49.7     100.0

                            -0.      32      6.3     MISSING   100.0
                                  ------   ------    ------
                          TOTAL     509    100.0     100.0


MEAN           3.273      STD ERR       0.040      MEDIAN       3.491
MODE           4.000      STD DEV       0.882      VARIANCE     0.779
KURTOSIS       0.534      SKEWNESS     -1.132      RANGE        3.000
MINIMUM        1.000      MAXIMUM       4.000

VALID CASES      477      MISSING CASES    32
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04-21-78          FILE - S3        - CREATED 04-21-78

V8        WRITE A LETTER TO A FRIEND

                                          RELATIVE  ADJUSTED     CUM
                                 ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL             CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE            1.      50      9.8      10.3      10.3

SORT OF DISAGREE             2.      57     11.2      11.8      22.1

SORT OF AGREE                3.     161     31.6      33.3      55.4

STRONGLY AGREE               4.     216     42.4      44.6     100.0

                            -0.      25      4.9     MISSING   100.0
                                  ------   ------    ------
                          TOTAL     509    100.0     100.0


MEAN           3.122      STD ERR       0.045      MEDIAN       3.339
MODE           4.000      STD DEV       0.982      VARIANCE     0.964
KURTOSIS      -0.241      SKEWNESS     -0.905      RANGE        3.000
MINIMUM        1.000      MAXIMUM       4.000

VALID CASES      484      MISSING CASES    25
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04-21-78          FILE - S3        - CREATED 04-21-78

V9

                                                RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                 1.      73      14.3      15.0      15.0

SORT OF DISAGREE                  2.      79      15.5      16.2      31.2

SORT OF AGREE                     3.     145      28.5      29.8      61.0

STRONGLY AGREE                    4.     190      37.3      39.0     100.0

                                 -0.      22       4.3   MISSING     100.0
                                       ------    ------    ------
                               TOTAL     509     100.0     100.0


MEAN           2.928     STD ERR        0.049       MEDIAN         3.131
MODE           4.000     STD DEV        1.072       VARIANCE       1.149
KURTOSIS      -0.939     SKEWNESS      -0.591       RANGE          3.000
MINIMUM        1.000     MAXIMUM        4.000

VALID CASES      487     MISSING CASES     22
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04-21-78          FILE - S3        - CREATED 04-21-78

V1C        FIGURE OUT SALES TAXES

                                                RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                 1.      29       5.7       6.0       6.0

SORT OF DISAGREE                  2.      32       6.3       6.6      12.6

SORT OF AGREE                     3.     125      24.6      25.8      38.4

STRONGLY AGREE                    4.     298      58.5      61.6     100.0

                                 -0.      25       4.9   MISSING     100.0
                                       ------    ------    ------
                               TOTAL     509     100.0     100.0


MEAN           3.430     STD ERR        0.039       MEDIAN         3.688
MODE           4.000     STD DEV        0.859       VARIANCE       0.738
KURTOSIS       1.520     SKEWNESS      -1.521       RANGE          3.000
MINIMUM        1.000     MAXIMUM        4.000

VALID CASES      484     MISSING CASES     25
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04-21-78           FILE - S3       - CREATED 04-21-78

V11       CECIDE WHAT JCB TRAINING I NEED

                                                 RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                  1.      17       3.3       3.5       3.5

SORT OF DISAGREE                   2.      23       4.5       4.8       8.3

SORT OF AGREE                      3.      67      13.2      13.8      22.1

STRONGLY AGREE                     4.     377      74.1      77.9     100.0

                                  -0.      25       4.9   MISSING     100.0
                                        -------   -------   -----
                                TOTAL     509     100.0     100.0


MEAN           3.661      STD ERR         0.033       MEDIAN           3.858
MODE           4.000      STD DEV         0.729       VARIANCE         0.531
KURTOSIS       4.757      SKEWNESS       -2.314       RANGE            3.000
MINIMUM        1.000      MAXIMUM         4.000

VALID CASES      484      MISSING CASES     25



04-21-78           FILE - S3       - CREATED 04-21-78

V12       CHOOSE WHAT SEXUAL BEHAVIOR

                                                 RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                  1.     105      20.6      22.6      22.6

SORT OF DISAGREE                   2.      47       9.2      10.1      32.8

SORT OF AGREE                      3.     101      19.8      21.8      54.5

STRONGLY AGREE                     4.     211      41.5      45.5     100.0

                                  -0.      45       8.8   MISSING     100.0
                                        -------   -------   ------
                                TOTAL     509     100.0     100.0


MEAN           2.901      STD ERR         0.056       MEDIAN           3.292
MODE           4.000      STD DEV         1.206       VARIANCE         1.455
KURTOSIS      -1.251      SKEWNESS       -0.588       RANGE            3.000
MINIMUM        1.000      MAXIMUM         4.000

VALID CASES      464      MISSING CASES     45
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04-21-78          FILE - S3       - CREATED 04-21-78

V13      FIND OUT WHAT IS IN FOOD I EAT BY

                                                 RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                  1.      31       6.1       6.3       6.3

SORT OF DISAGREE                   2.      40       7.9       8.2      14.5

SORT OF AGREE                      3.     109      21.4      22.3      36.8

STRONGLY AGREE                     4.     309      60.7      63.2     100.0

                                  -0.      20       3.9    MISSING    100.0
                                         -----     -----     -----
                                 TOTAL    509     100.0     100.0

MEAN           3.423      STD ERR        0.040       MEDIAN          3.709
MODE           4.000      STD DEV        0.889       VARIANCE        0.790
KURTOSIS       1.209      SKEWNESS      -1.482       RANGE           3.000
MINIMUM        1.000      MAXIMUM        4.000

VALID CASES      489      MISSING CASES    20


04-21-78          FILE - S3       - CREATED 04-21-78

V14      FILL OLT FORMS FOR FINANCIAL ASSIS.

                                                 RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                  1.      75      14.7      15.4      15.4

SORT OF DISAGREE                   2.      59      11.6      12.1      27.5

SORT OF AGREE                      3.     129      25.3      26.5      54.0

STRONGLY AGREE                     4.     224      44.0      46.0     100.0

                                  -0.      22       4.3    MISSING    100.0
                                         -----     -----     -----
                                 TOTAL    509     100.0     100.0

MEAN           3.031      STD ERR        0.050       MEDIAN          3.349
MODE           4.000      STD DEV        1.095       VARIANCE        1.199
KURTOSIS      -0.786      SKEWNESS      -0.770       RANGE           3.000
MINIMUM        1.000      MAXIMUM        4.000

VALID CASES      487      MISSING CASES    22
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04-21-78           FILE - S3        - CREATEC 04-21-78

V15        EXPLAIN A JOB TC A NEW WCRKER

                                               RELATIVE  ADJUSTED     CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                1.      39       7.7       8.2       8.2

SCRT OF DISAGREE                 2.      47       9.2       9.9      18.1

SORT OF AGREE                    3.     130      25.5      27.4      45.5

STRONGLY AGREE                   4.     259      50.9      54.5     100.0

                                -0.      34       6.7    MISSING    100.0
                                      ------    ------     -----
                              TOTAL     509     100.0     100.0

MEAN           3.282      STD ERR        0.043       MEDIAN         3.583
MODE           4.000      STD DEV        0.946       VARIANCE       0.895
KURTOSIS       0.327      SKEWNESS      -1.175       RANGE          3.000
MINIMUM        1.000      MAXIMUM        4.000

VALID CASES      475      MISSING CASES     34



04-21-78           FILE - S3        - CREATED 04-21-78

V16        FIGURE OUT THE CCST OF A HCBBY

                                               RELATIVE  ADJUSTED     CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                1.      55      10.8      11.3      11.3

SCRT OF DISAGREE                 2.      58      11.4      11.9      23.2

SORT OF AGREE                    3.     148      29.1      30.3      53.5

STRONGLY AGREE                   4.     227      44.6      46.5     100.0

                                -0.      21       4.1    MISSING    100.0
                                      ------    ------     -----
                              TOTAL     509     100.0     100.0

MEAN           3.121      STD ERR        0.046       MEDIAN         3.385
MOCE           4.000      STD DEV        1.011       VARIANCE       1.022
KURTOSIS      -0.353      SKEWNESS      -0.902       RANGE          3.000
MINIMUM        1.000      MAXIMUM        4.000

VALIC CASES      488      MISSING CASES     21
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04-21-78          FILE - S3        - CREATED 04-21-78

V17       HELP THE FAMILY THROUGH HARD TIMES

                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                      CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                     1.      26       5.1       5.3       5.3

SORT OF DISAGREE                      2.      27       5.3       5.5      10.9

SORT OF AGREE                         3.     121      23.8      24.8      35.7

STRONGLY AGREE                        4.     313      61.5      64.3     100.0

                                     -0.      22       4.3    MISSING    100.0
                                          ------    ------    ------
                                   TOTAL     509     100.0     100.0


MEAN          3.480     STD ERR        0.037      MEDIAN         3.722
MODE          4.000     STD DEV        0.826      VARIANCE       0.682
KURTOSIS      2.098     SKEWNESS      -1.664      RANGE          3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES     487     MISSING CASES     22


04-21-78          FILE - S3        - CREATED 04-21-78

V18       GET ALONG WITH PEOPLE DIFFERENT

                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                      CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                     1.      19       3.7       3.9       3.9

SORT OF DISAGREE                      2.      27       5.3       5.5       9.4

SORT OF AGREE                         3.     138      27.1      28.3      37.7

STRONGLY AGREE                        4.     304      59.7      62.3     100.0

                                     -0.      21       4.1    MISSING    100.0
                                          ------    ------    ------
                                   TOTAL     509     100.0     100.0


MEAN          3.490     STD ERR        0.035      MEDIAN         3.697
MODE          4.000     STD DEV        0.772      VARIANCE       0.595
KURTOSIS      2.210     SKEWNESS      -1.608      RANGE          3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES     488     MISSING CASES     21
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04-21-78          FILE - S3        - CREATED 04-21-78

V19       READ BCOKS THAT TEACH NEW WORK

                                                   RELATIVE  ADJUSTED     CUM
                                         ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL                    CODE     FREQ      (PCT)     (PCT)      (PCT)

STRONGLY DISAGREE                   1.       56      11.0      11.6       11.6

SORT OF DISAGREE                    2.       67      13.2      13.8       25.4

SORT OF AGREE                       3.      159      31.2      32.9       58.3

STRONGLY AGREE                      4.      202      39.7      41.7      100.0

                                   -0.       25       4.9    MISSING     100.0
                                          -------   -------   -------
                                  TOTAL     509     100.0     100.0


MEAN          3.048      STD ERR        0.046      MEDIAN         3.248
MODE          4.000      STD DEV        1.009      VARIANCE       1.018
KURTOSIS     -0.530      SKEWNESS      -0.775      RANGE          3.000
MINIMUM       1.000      MAXIMUM        4.000

VALID CASES     484      MISSING CASES     25
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04-21-78          FILE - S3        - CREATED 04-21-78

V2C       PUT MY THOUGHTS IN WRITING

                                                   RELATIVE  ADJUSTED     CUM
                                         ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL                    CODE     FREQ      (PCT)     (PCT)      (PCT)

STRONGLY DISAGREE                   1.       54      10.6      11.2       11.2

SORT OF DISAGREE                    2.       80      15.7      16.5       27.7

SORT OF AGREE                       3.      162      31.8      33.5       61.2

STRONGLY AGREE                      4.      188      36.9      38.8      100.0

                                   -0.       25       4.9    MISSING     100.0
                                          -------   -------   -------
                                  TOTAL     509     100.0     100.0


MEAN          3.000      STD ERR        0.046      MEDIAN         3.167
MODE          4.000      STD DEV        1.001      VARIANCE       1.002
KURTOSIS     -0.656      SKEWNESS      -0.672      RANGE          3.000
MINIMUM       1.000      MAXIMUM        4.000

VALID CASES     484      MISSING CASES     25
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04-21-78          FILE - S3       - CREATED 04-21-78

V21       TALK TO FAMILY MEMBERS WITHOUT ARG.

                                                 RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL               CODE       FREQ      (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE              1.         35        6.9       7.2       7.2

SORT OF DISAGREE               2.         46        9.0       9.4      16.6

SORT OF AGREE                  3.        151       29.7      31.0      47.6

STRONGLY AGREE                 4.        255       50.1      52.4     100.0

                              -0.         22        4.3    MISSING    100.0
                                      -------    -------    -----
                            TOTAL        509      100.0     100.0


MEAN          3.285     STD ERR        0.041        MEDIAN          3.545
MODE          4.000     STD DEV        0.909        VARIANCE        0.826
KURTOSIS      0.488     SKEWNESS      -1.173        RANGE           3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES     487     MISSING CASES     22


04-21-78          FILE - S3       - CREATED 04-21-78

V22       USE METRIC MEASUREMENTS LIKE

                                                 RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL               CODE       FREQ      (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE              1.        203       39.9      41.8      41.8

SORT OF DISAGREE               2.         90       17.7      18.5      60.3

SORT OF AGREE                  3.        113       22.2      23.3      83.5

STRONGLY AGREE                 4.         80       15.7      16.5     100.0

                              -0.         23        4.5    MISSING    100.0
                                      -------    -------    -----
                            TOTAL        509      100.0     100.0


MEAN          2.144     STD ERR        0.052        MEDIAN          1.944
MODE          1.000     STD DEV        1.136        VARIANCE        1.291
KURTOSIS     -1.317     SKEWNESS       0.393        RANGE           3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES     486     MISSING CASES     23
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04-21-78          FILE - S3        - CREATED 04-21-78

V23       PROTECT MYSELF AGAINST UNFAIRNESS

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ      (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                  1.       36       7.1       7.4       7.4

SORT OF DISAGREE                   2.       60      11.8      12.3      19.7

SORT OF AGREE                      3.      129      25.3      26.4      46.1

STRONGLY AGREE                     4.      263      51.7      53.9     100.0

                                  -0.       21       4.1   MISSING     100.0
                                         -------   -------   -------
                                 TOTAL     509     100.0     100.0


MEAN            3.268     STD ERR        0.043       MEDIAN         3.572
MODE            4.000     STD DEV        0.942       VARIANCE       0.887
KURTOSIS        0.113     SKEWNESS      -1.092       RANGE          3.000
MINIMUM         1.000     MAXIMUM        4.000

VALID CASES      488      MISSING CASES    21



04-21-78          FILE - S3        - CREATED 04-21-78

V24       DECIDE WHAT TO BELIEVE IN

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ      (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                  1.       35       6.9       7.2       7.2

SORT OF DISAGREE                   2.       28       5.5       5.7      12.9

SORT OF AGREE                      3.       98      19.3      20.1      33.0

STRONGLY AGREE                     4.      327      64.2      67.0     100.0

                                  -0.       21       4.1   MISSING     100.0
                                         -------   -------   -------
                                 TOTAL     509     100.0     100.0


MEAN            3.469     STD ERR        0.040       MEDIAN         3.754
MODE            4.000     STD DEV        0.892       VARIANCE       0.796
KURTOSIS        1.782     SKEWNESS      -1.676       RANGE          3.000
MINIMUM         1.000     MAXIMUM        4.000

VALID CASES      488      MISSING CASES    21
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27 752

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04-21-78           FILE - S2        - CREATED 04-21-78

V1         USE A VOTING MACHINE OR BALLOT

                                                    RELATIVE  ADJUSTED      CUM
                                          ABSOLUTE      FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE      FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                   1.        84      15.3      16.2      16.2

SORT OF DISAGREE                    2.        66      12.0      12.7      29.0

SORT OF    AGREE                    3.       175      31.9      33.8      62.7

STRONGLY AGREE                      4.       193      35.2      37.3     100.0

                                   -0.        31       5.6   MISSING     100.0
                                          -------   -------    ------
                                 TOTAL       549     100.0     100.0


MEAN           2.921    STD ERR        0.047       MEDIAN          3.123
MODE           4.000    STD DEV        1.070       VARIANCE        1.145
KURTOSIS      -0.848    SKEWNESS      -0.641       RANGE           3.000
MINIMUM        1.000    MAXIMUM        4.000

VALID CASES      518    MISSING CASES     31


04-21-78           FILE - S2        - CREATED 04-21-78

V2         DO THE PAPERWORK FOR A JOB

                                                    RELATIVE  ADJUSTED      CUM
                                          ABSOLUTE      FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE      FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                   1.        53       9.7      10.3      10.3

SORT OF DISAGREE                    2.        72      13.1      14.0      24.4

SORT OF    AGREE                    3.       164      29.9      32.0      56.3

STRONGLY AGREE                      4.       224      40.8      43.7     100.0

                                   -0.        36       6.6   MISSING     100.0
                                          -------   -------    ------
                                 TOTAL       549     100.0     100.0


MEAN           3.090    STD ERR        0.044       MEDIAN          3.302
MODE           4.000    STD DEV        0.992       VARIANCE        0.984
KURTOSIS      -0.435    SKEWNESS      -0.819       RANGE           3.000
MINIMUM        1.000    MAXIMUM        4.000

VALID CASES      513    MISSING CASES     36
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28 753

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04-21-78          FILE - S2       - CREATED 04-21-78

V3        TALK ABOUT FEELINGS AND IDEAS W FRIENDS

                                                 RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE      FREQ      (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                1.        31        5.6       5.9       5.9

SORT OF DISAGREE                 2.        55       10.0      10.5      16.4

SORT OF    AGREE                 3.       178       32.4      34.0      50.4

STRONGLY AGREE                   4.       260       47.4      49.6     100.0

                                -0.        25        4.6    MISSING    100.0
                                         ------    ------    ------
                              TOTAL       549      100.0     100.0


MEAN          3.273     STD ERR       0.038      MEDIAN         3.489
MODE          4.000     STD DEV       0.875      VARIANCE       0.765
KURTOSIS      0.440     SKEWNESS     -1.094      RANGE          3.000
MINIMUM       1.000     MAXIMUM       4.000

VALID CASES     524     MISSING CASES    25


04-21-78          FILE - S2       - CREATED 04-21-78

V4        LSE MONEY WISELY TO BUDGET

                                                 RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE      FREQ      (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                1.        32        5.8       6.1       6.1

SORT OF DISAGREE                 2.        38        6.9       7.2      13.3

SORT OF    AGREE                 3.        92       16.8      17.4      30.7

STRONGLY AGREE                   4.       366       66.7      69.3     100.0

                                -0.        21        3.8    MISSING    100.0
                                         ------    ------    ------
                              TOTAL       549      100.0     100.0


MEAN          3.500     STD ERR       0.038      MEDIAN         3.779
MODE          4.000     STD DEV       0.871      VARIANCE       0.759
KURTOSIS      1.883     SKEWNESS     -1.711      RANGE          3.000
MINIMUM       1.000     MAXIMUM       4.000

VALID CASES     528     MISSING CASES    21
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04-21-78           FILE - S2        - CREATED 04-21-78

V5         PROTECT MY LEGAL RIGHTS IF ARRESTED

                                                       RELATIVE  ADJUSTED     CUM
                                            ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL                       CODE     FREQ       (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                      1.       39         7.1       7.4       7.4

SORT OF DISAGREE                       2.       17         3.1       3.2      10.6

SORT OF    AGREE                       3.       66        12.0      12.5      23.1

STRONGLY AGREE                         4.      406        74.0      76.9     100.0

                                      -0.       21         3.8   MISSING     100.0
                                            ------      ------     -----
                                    TOTAL      549       100.0     100.0

MEAN              3.589     STD ERR          0.038       MEDIAN           3.850
MODE              4.000     STD DEV          0.867       VARIANCE         0.751
KURTOSIS          3.380     SKEWNESS        -2.137       RANGE            3.000
MINIMUM           1.000     MAXIMUM          4.000

VALID CASES         528     MISSING CASES     21


04-21-78           FILE - S2        - CREATED 04-21-78

V6         COOPERATE WITH OTHERS FOR SUCCESS

                                                       RELATIVE  ADJUSTED     CUM
                                            ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL                       CODE     FREQ       (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                      1.       16         2.9       3.1       3.1

SORT OF DISAGREE                       2.       25         4.6       4.8       7.8

SORT OF    AGREE                       3.      124        22.6      23.7      31.5

STRONGLY AGREE                         4.      359        65.4      68.5     100.0

                                      -0.       25         4.6   MISSING     100.0
                                            ------      ------     -----
                                    TOTAL      549       100.0     100.0

MEAN              3.576     STD ERR          0.032       MEDIAN           3.770
MODE              4.000     STD DEV          0.724       VARIANCE         0.524
KURTOSIS          3.218     SKEWNESS        -1.863       RANGE            3.000
MINIMUM           1.000     MAXIMUM          4.000

VALID CASES         524     MISSING CASES     25
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30

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04-21-78          FILE - S2        - CREATED 04-21-78

V7        READ BOOKS FOR FUN

                                             RELATIVE  ADJUSTED    CUM
                                   ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL               CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE              1.      58      10.6      10.9      10.9

SORT OF DISAGREE               2.      79      14.4      14.9      25.8

SORT OF    AGREE               3.     178      32.4      33.5      59.3

STRONGLY AGREE                 4.     216      39.3      40.7     100.0

                              -0.      18       3.3    MISSING    100.0
                                   -------   -------   -------
                            TOTAL     549     100.0     100.0


MEAN          3.040     STD ERR       0.043       MEDIAN       3.222
MODE          4.000     STD DEV       0.996       VARIANCE     0.993
KURTOSIS     -0.539     SKEWNESS     -0.746       RANGE        3.000
MINIMUM       1.000     MAXIMUM       4.000

VALID CASES     531     MISSING CASES    18


04-21-78          FILE - S2        - CREATED 04-21-78

V8        FILL OUT FORMS AT A HEALTH CLINIC

                                             RELATIVE  ADJUSTED    CUM
                                   ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL               CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE              1.      60      10.9      11.4      11.4

SORT OF DISAGREE               2.      75      13.7      14.3      25.7

SORT OF    AGREE               3.     122      22.2      23.2      48.9

STRONGLY AGREE                 4.     269      49.0      51.1     100.0

                              -0.      23       4.2    MISSING    100.0
                                   -------   -------   -------
                            TOTAL     549     100.0     100.0


MEAN          3.141     STD ERR       0.046       MEDIAN       3.522
MODE          4.000     STD DEV       1.045       VARIANCE     1.093
KURTOSIS     -0.542     SKEWNESS     -0.887       RANGE        3.000
MINIMUM       1.000     MAXIMUM       4.000

VALID CASES     526     MISSING CASES    23
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31 756

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04-21-78          FILE - S2        - CREATED 04-21-78

V9        GIVE DIRECTICNS TO SCMEONE

                                                 RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                  1.       46       8.4       8.7       8.7

SORT OF DISAGREE                   2.       68      12.4      12.9      21.6

SORT OF    AGREE                   3.      149      27.1      28.3      49.9

STRONGLY AGREE                     4.      264      48.1      50.1     100.0

                                  -0.       22       4.0    MISSING    100.0
                                         -------   -------   -------
                                 TOTAL     549     100.0     100.0

MEAN          3.197     STD ERR        0.042       MEDIAN        3.502
MOCE          4.000     STD DEV        0.971       VARIANCE      0.942
KURTOSIS     -0.152     SKEWNESS      -0.980       RANGE         3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES      527    MISSING CASES     22
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04-21-78          FILE - S2        - CREATED 04-21-78

V1C       LSE MEASURING TOOLS ON THE JOB

                                                 RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                  1.       47       8.6       8.9       8.9

SORT OF DISAGREE                   2.       66      12.0      12.5      21.4

SORT OF    AGREE                   3.      135      24.6      25.5      46.9

STRONGLY AGREE                     4.      281      51.2      53.1     100.0

                                  -0.       20       3.6    MISSING    100.0
                                         -------   -------   -------
                                 TOTAL     549     100.0     100.0

MEAN          3.229     STD ERR        0.043       MEDIAN        3.559
MOCE          4.000     STD DEV        0.980       VARIANCE      0.961
KURTOSIS     -0.092     SKEWNESS      -1.040       RANGE         3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES      529    MISSING CASES     20
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32 757

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04-21-78          FILE - S2        - CREATED 04-21-78

V11       MAKE DECISIONS ABOUT FREE TIME

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                  1.       31       5.6       5.8       5.8

SORT OF DISAGREE                   2.       47       8.6       8.9      14.7

SORT OF    AGREE                   3.      148      27.0      27.9      42.6

STRONGLY AGREE                     4.      304      55.4      57.4     100.0

                                  -0.       19       3.5   MISSING     100.0
                                         -----    ------    ------
                                 TOTAL     549     100.0     100.0

MEAN              3.368     STD ERR         0.038       MEDIAN          3.628
MODE              4.000     STD DEV         0.873       VARIANCE        0.762
KURTOSIS          0.900     SKEWNESS       -1.319       RANGE           3.000
MINIMUM           1.000     MAXIMUM         4.000

VALID CASES        530      MISSING CASES     19


04-21-78          FILE - S2        - CREATED 04-21-78

V12       DECIDE HCW I FEEL ABOUT BIRTH CONT.

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                  1.      120      21.9      22.6      22.6

SCRT OF DISAGREE                   2.       81      14.8      15.3      37.9

SORT OF    AGREE                   3.      127      23.1      24.0      61.9

STRONGLY AGREE                     4.      202      36.8      38.1     100.0

                                  -0.       19       3.5   MISSING     100.0
                                         -----    ------    ------
                                 TOTAL     549     100.0     100.0

MEAN              2.775     STD ERR         0.051       MEDIAN          3.004
MODE              4.000     STD DEV         1.180       VARIANCE        1.392
KURTOSIS         -1.363     SKEWNESS       -0.389       RANGE           3.000
MINIMUM           1.000     MAXIMUM         4.000

VALID CASES        530      MISSING CASES     19
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04-21-78           FILE - S2        - CREATED 04-21-78

V13       READ A NEWSPAPER TO LEARN ABOUT     .

                                            RELATIVE  ADJUSTED    CUM
                                   ABSOLUTE   FREQ      FREQ     FREQ
CATEGORY LABEL              CODE     FREQ     (PCT)     (PCT)    (PCT)

STRONGLY DISAGREE             1.       55      10.0      10.3     10.3

SORT OF DISAGREE              2.       50       9.1       9.4     19.7

SORT OF    AGREE              3.      136      24.8      25.5     45.2

STRONGLY AGREE                4.      292      53.2      54.8    100.0

                             -0.       16       2.9   MISSING    100.0
                                   ------    ------    ------
                           TOTAL      549     100.0     100.0


MEAN          3.248    STD ERR        0.043      MEDIAN         3.587
MODE          4.000    STD DEV        0.997      VARIANCE       0.995
KURTOSIS      0.092    SKEWNESS      -1.139      RANGE          3.000
MINIMUM       1.000    MAXIMUM        4.000

VALID CASES     533    MISSING CASES     16


04-21-78           FILE - S2        - CREATED 04-21-78

V14       FILL IN THE SPACES ON A JOB APPLIC.

                                            RELATIVE  ADJUSTED    CUM
                                   ABSOLUTE   FREQ      FREQ     FREQ
CATEGORY LABEL              CODE     FREQ     (PCT)     (PCT)    (PCT)

STRONGLY DISAGREE             1.       58      10.6      10.8     10.8

SORT OF DISAGREE              2.       64      11.7      11.9     22.8

SORT OF    AGREE              3.      133      24.2      24.8     47.6

STRONGLY AGREE                4.      281      51.2      52.4    100.0

                             -0.       13       2.4   MISSING    100.0
                                   ------    ------    ------
                           TOTAL      549     100.0     100.0


MEAN          3.188    STD ERR        0.044      MEDIAN         3.546
MODE          4.000    STD DEV        1.021      VARIANCE       1.043
KURTOSIS     -0.271    SKEWNESS      -0.997      RANGE          3.000
MINIMUM       1.000    MAXIMUM        4.000

VALID CASES     536    MISSING CASES     13
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04-21-78          FILE - S2        - CREATED 04-21-78

V15       UNDERSTANC THE MEANING OF THINGS

                                               RELATIVE  ADJUSTED    CUM
                                      ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                 1.     11       2.0       2.1       2.1

SORT OF DISAGREE                  2.     52       9.5       9.7      11.8

SORT OF    AGREE                  3.    212      38.6      39.6      51.4

STRONGLY AGREE                    4.    260      47.4      48.6     100.0

                                 -0.     14       2.6    MISSING    100.0
                                       -------   -------   -------
                                TOTAL   549     100.0     100.0


MEAN           3.348     STD ERR       0.032      MEDIAN         3.465
MODE           4.000     STD DEV       0.739      VARIANCE       0.546
KURTOSIS       0.520     SKEWNESS     -0.962      RANGE          3.000
MINIMUM        1.000     MAXIMUM       4.000

VALID CASES      535     MISSING CASES    14


04-21-78          FILE - S2        - CREATED 04-21-78

V16       FIGURE OUT THE BEST BUYS

                                               RELATIVE  ADJUSTED    CUM
                                      ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                 1.     22       4.0       4.1       4.1

SORT OF DISAGREE                  2.     47       8.6       8.8      12.9

SORT OF    AGREE                  3.    173      31.5      32.3      45.2

STRONGLY AGREE                    4.    293      53.4      54.8     100.0

                                 -0.     14       2.6    MISSING    100.0
                                       -------   -------   -------
                                TOTAL   549     100.0     100.0


MEAN           3.378     STD ERR       0.035      MEDIAN         3.587
MODE           4.000     STD DEV       0.812      VARIANCE       0.659
KURTOSIS       0.998     SKEWNESS     -1.256      RANGE          3.000
MINIMUM        1.000     MAXIMUM       4.000

VALID CASES      535     MISSING CASES    14
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04-21-78          FILE - S2          - CREATED 04-21-78

V17        DECIDE WHO TO VOTE FOR

                                              RELATIVE   ADJUSTED     CUM
                                   ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL              CODE     FREQ       (PCT)      (PCT)      (PCT)

STRONGLY DISAGREE             1.       95       17.3       18.2       18.2

SORT OF DISAGREE              2.       82       14.9       15.7       33.8

SORT OF    AGREE              3.      142       25.9       27.2       61.0

STRONGLY AGREE                4.      204       37.2       39.0      100.0

                             -0.       26        4.7     MISSING     100.0
                                   -------    -------    -------
                           TOTAL      549      100.0      100.0

MEAN          2.870     STD ERR       0.049        MEDIAN        3.095
MODE          4.000     STD DEV       1.122        VARIANCE      1.259
KURTOSIS     -1.133     SKEWNESS     -0.518        RANGE         3.000
MINIMUM       1.000     MAXIMUM       4.000

VALID CASES     523     MISSING CASES    26


04-21-78          FILE - S2          - CREATED 04-21-78

V18        ENJOY MY WORK

                                              RELATIVE   ADJUSTED     CUM
                                   ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL              CODE     FREQ       (PCT)      (PCT)      (PCT)

STRONGLY DISAGREE             1.       17        3.1        3.2        3.2

SCRT OF DISAGREE              2.       44        8.0        8.2       11.4

SORT OF    AGREE              3.      169       30.8       31.6       43.0

STRONGLY AGREE                4.      305       55.6       57.0      100.0

                             -0.       14        2.6     MISSING     100.0
                                   -------    -------    -------
                           TOTAL      549      100.0      100.0

MEAN          3.424     STD ERR       0.034        MEDIAN        3.623
MODE          4.000     STD DEV       0.775        VARIANCE      0.601
KURTOSIS      1.222     SKEWNESS     -1.309        RANGE         3.000
MINIMUM       1.000     MAXIMUM       4.000

VALID CASES     535     MISSING CASES    14
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04-21-78          FILE - S2        - CREATED 04-21-78

V19     . READ MAGAZINES FOR PLEASURE

                                               RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                1.      49       8.9       9.2       9.2

SORT OF DISAGREE                 2.     114      20.8      21.3      30.5

SORT OF    AGREE                 3.     178      32.4      33.3      63.7

STRONGLY AGREE                   4.     194      35.3      36.3     100.0

                                -0.      14       2.6    MISSING    100.0
                                       ------    ------    ------
                              TOTAL     549     100.0     100.0


MEAN          2.966      STD ERR      0.042       MEDIAN         3.087
MODE          4.000      STD DEV      0.971       VARIANCE       0.943
KURTOSIS     -0.772      SKEWNESS    -0.536       RANGE          3.000
MINIMUM       1.000      MAXIMUM      4.000

VALID CASES     535      MISSING CASES    14
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04-21-78          FILE - S2        - CREATED 04-21-78

V20       ORDER GOODS THROUGH THE MAIL

                                               RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                1.     135      24.6      25.4      25.4

SORT OF DISAGREE                 2.      96      17.5      18.0      43.4

SORT OF    AGREE                 3.     107      19.5      20.1      63.5

STRONGLY AGREE                   4.     194      35.3      36.5     100.0

                                -0.      17       3.1    MISSING    100.0
                                       ------    ------    ------
                              TOTAL     549     100.0     100.0


MEAN          2.677      STD ERR      0.052       MEDIAN         2.827
MODE          4.000      STD DEV      1.208       VARIANCE       1.458
KURTOSIS     -1.510      SKEWNESS    -0.229       RANGE          3.000
MINIMUM       1.000      MAXIMUM      4.000

VALID CASES     532      MISSING CASES    17
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37

762

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04-21-78            FILE - S2        - CREATED 04-21-78

V21        LISTEN TO OTHERS TALK

                                                  RELATIVE  ADJUSTED      CUM
                                        ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE      FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                   1.       129      23.5      24.4      24.4

SORT OF DISAGREE                    2.       106      19.3      20.0      44.4

SORT OF    AGREE                    3.       151      27.5      28.5      73.0

STRONGLY AGREE                      4.       143      26.0      27.0     100.0

                                   -0.        20       3.6   MISSING     100.0
                                          ------    ------    ------
                                 TOTAL       549     100.0     100.0

MEAN            2.582     STD ERR        0.049        MEDIAN           2.695
MODE            3.000     STD DEV        1.129        VARIANCE         1.274
KURTOSIS       -1.361     SKEWNESS      -0.150        RANGE            3.000
MINIMUM         1.000     MAXIMUM        4.000

VALID CASES       529     MISSING CASES     20


04-21-78            FILE - S2        - CREATED 04-21-78

V22        UNDERSTAND WHAT MY PAYCHECK DEDUCT.

                                                  RELATIVE  ADJUSTED      CUM
                                        ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE      FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                   1.        57      10.4      10.7      10.7

SORT OF DISAGREE                    2.        53       9.7       9.9      20.6

SORT OF    AGREE                    3.       116      21.1      21.8      42.4

STRONGLY AGREE                      4.       307      55.9      57.6     100.0

                                   -0.        16       2.9   MISSING     100.0
                                          ------    ------    ------
                                 TOTAL       549     100.0     100.0

MEAN            3.263     STD ERR        0.044        MEDIAN           3.632
MODE            4.000     STD DEV        1.018        VARIANCE         1.036
KURTOSIS        0.029     SKEWNESS      -1.156        RANGE            3.000
MINIMUM         1.000     MAXIMUM        4.000

VALID CASES       533     MISSING CASES     16
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38

763

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04-21-78          FILE - S2       - CREATED 04-21-78

V23       DEAL WITH CHANGES IN THE WORLD

                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                    1.       29       5.3       5.5       5.5

SORT OF DISAGREE                     2.       80      14.6      15.1      20.5

SORT OF    AGREE                     3.      202      36.8      38.0      58.6

STRONGLY AGREE                       4.      220      40.1      41.4     100.0

                                    -0.       18       3.3   MISSING     100.0
                                          ------    ------    ------
                                  TOTAL      549     100.0     100.0


MEAN           3.154     STD ERR         0.038       MEDIAN         3.275
MODE           4.000     STD DEV         0.872       VARIANCE       0.761
KURTOSIS      -0.119     SKEWNESS       -0.801       RANGE          3.000
MINIMUM        1.000     MAXIMUM         4.000

VALID CASES      531     MISSING CASES     18


04-21-78          FILE - S2       - CREATED 04-21-78

V24       CHOOSE A WAY TO LIVE MY LIFE

                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                    1.       13       2.4       2.4       2.4

SORT OF DISAGREE                     2.       34       6.2       6.4       8.8

SORT OF    AGREE                     3.      129      23.5      24.2      33.0

STRONGLY AGREE                       4.      358      65.2      67.0     100.0

                                    -0.       15       2.7   MISSING     100.0
                                          ------    ------    ------
                                  TOTAL      549     100.0     100.0


MEAN           3.558     STD ERR         0.031       MEDIAN         3.754
MODE           4.000     STD DEV         0.722       VARIANCE       0.521
KURTOSIS       2.457     SKEWNESS       -1.691       RANGE          3.000
MINIMUM        1.000     MAXIMUM         4.000

VALID CASES      534     MISSING CASES     15
```

39 764

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04-21-78          FILE - S1        - CREATED 04-21-78

V1        FIND OUT WHAT'S IN FOOD BY READING

                                                  RELATIVE  ADJUSTED     CUM
                                         ABSOLUTE   FREQ      FREQ       FREQ
CATEGORY LABEL                    CODE     FREQ     (PCT)     (PCT)      (PCT)

STRONGLY DISAGREE                   1.       56      10.0      10.8       10.8

SORT OF DISAGREE                    2.       61      10.9      11.8       22.6

SORT OF AGREE                       3.      206      36.8      39.8       62.5

STRONGLY AGREE                      4.      194      34.6      37.5      100.0

                                   -0.       43       7.7    MISSING     100.0
                                         ------    ------    ------
                                  TOTAL     560     100.0     100.0


MEAN             3.041     STD ERR        0.042       MEDIAN          3.187
MODE             3.000     STD DEV        0.963       VARIANCE        0.927
KURTOSIS        -0.262     SKEWNESS      -0.814       RANGE           3.000
MINIMUM          1.000     MAXIMUM        4.000

VALID CASES        517     MISSING CASES     43
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04-21-78          FILE - S1        - CREATED 04-21-78

V2        FILL OUT FORMS FOR FINANCIAL ASSIST.

                                                  RELATIVE  ADJUSTED     CUM
                                         ABSOLUTE   FREQ      FREQ       FREQ
CATEGORY LABEL                    CODE     FREQ     (PCT)     (PCT)      (PCT)

STRONGLY DISAGREE                   1.       69      12.3      13.6       13.6

SORT OF DISAGREE                    2.       89      15.9      17.5       31.1

SORT OF AGREE                       3.      142      25.4      28.0       59.1

STRONGLY AGREE                      4.      208      37.1      40.9      100.0

                                   -0.       52       9.3    MISSING     100.0
                                         ------    ------    ------
                                  TOTAL     560     100.0     100.0


MEAN             2.963     STD ERR        0.047       MEDIAN          3.176
MODE             4.000     STD DEV        1.062       VARIANCE        1.129
KURTOSIS        -0.917     SKEWNESS      -0.609       RANGE           3.000
MINIMUM          1.000     MAXIMUM        4.000

VALID CASES        508     MISSING CASES     52
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04-21-78            FILE - S1         - CREATED 04-21-78

V3         EXPLAIN A JOB TO A NEW WORKER

                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                    1.       50       8.9       9.7       9.7

SORT OF DISAGREE                     2.       41       7.3       8.0      17.7

SORT OF AGREE                        3.      135      24.1      26.2      43.9

STRONGLY AGREE                       4.      289      51.6      56.1     100.0

                                    -0.       45       8.0   MISSING     100.0
                                          ------    ------    ------
                                  TOTAL      560     100.0     100.0


MEAN           3.287      STD ERR       0.043        MEDIAN         3.609
MODE           4.000      STD DEV       0.974        VARIANCE       0.948
KURTOSIS       0.389      SKEWNESS     -1.236        RANGE          3.000
MINIMUM        1.000      MAXIMUM       4.000

VALID CASES      515      MISSING CASES    45


04-21-78            FILE - S1         - CREATED 04-21-78

V4         FIGURE OUT THE COST OF A HOBBY

                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                    1.       59      10.5      11.6      11.6

SORT OF DISAGREE                     2.       60      10.7      11.8      23.5

SORT OF AGREE                        3.      173      30.9      34.1      57.6

STRONGLY AGREE                       4.      215      38.4      42.4     100.0

                                    -0.       53       9.5   MISSING     100.0
                                          ------    ------    ------
                                  TOTAL      560     100.0     100.0


MEAN           3.073      STD ERR       0.045        MEDIAN         3.277
MODE           4.000      STD DEV       1.002        VARIANCE       1.005
KURTOSIS      -0.386      SKEWNESS     -0.844        RANGE          3.000
MINIMUM        1.000      MAXIMUM       4.000

VALID CASES      507      MISSING CASES    53
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04-21-78          FILE - S1          - CREATED 04-21-78

V5         HELP THE FAMILY THROUGH HARD TIMES

                                                   RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL                  CODE      FREQ      (PCT)     (PCT)      (PCT)

STRONGLY DISAGREE                 1.        42        7.5       8.1        8.1

SORT OF DISAGREE                  2.        37        6.6       7.2       15.3

SORT OF AGREE                     3.        84       15.0      16.2       31.5

STRONGLY AGREE                    4.       354       63.2      68.5      100.0

                                 -0.        43        7.7    MISSING     100.0
                                         ------    -------    ------
                               TOTAL       560      100.0     100.0


MEAN         3.451      STD ERR       0.041       MEDIAN       3.770
MODE         4.000      STD DEV       0.938       VARIANCE     0.880
KURTOSIS     1.325      SKEWNESS     -1.603       RANGE        3.000
MINIMUM      1.000      MAXIMUM       4.000

VALID CASES    517      MISSING CASES    43


04-21-78          FILE - S1          - CREATED 04-21-78

V6         GET ALONG WITH PEOPLE DIFFERENT

                                                   RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL                  CODE      FREQ      (PCT)     (PCT)      (PCT)

STRONGLY DISAGREE                 1.        54        9.6      10.5       10.5

SORT OF DISAGREE                  2.        57       10.2      11.1       21.6

SORT OF AGREE                     3.       159       28.4      30.9       52.5

STRONGLY AGREE                    4.       244       43.6      47.5      100.0

                                 -0.        46        8.2    MISSING     100.0
                                         ------    -------    ------
                               TOTAL       560      100.0     100.0


MEAN         3.154      STD ERR       0.044       MEDIAN       3.418
MODE         4.000      STD DEV       0.992       VARIANCE     0.984
KURTOSIS    -0.191      SKEWNESS     -0.961       RANGE        3.000
MINIMUM      1.000      MAXIMUM       4.000

VALID CASES    514      MISSING CASES    46
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04-21-78           FILE - S1        - CREATED 04-21-78

V7         READ BOOKS THAT TEACH NEW WORK

                                                  RELATIVE   ADJUSTED      CUM
                                        ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)      (PCT)      (PCT)

STRONGLY DISAGREE                  1.       39       7.0        7.6        7.6

SORT OF DISAGREE                   2.       48       8.6        9.3       16.9

SORT OF AGREE                      3.      144      25.7       27.9       44.8

STRONGLY AGREE                     4.      285      50.9       55.2      100.0

                                  -0.       44       7.9    MISSING      100.0
                                        ------    ------     ------
                                TOTAL      560     100.0      100.0

MEAN           3.308      STD ERR        0.041       MEDIAN         3.595
MODE           4.000      STD DEV        0.924       VARIANCE       0.854
KURTOSIS       0.519      SKEWNESS      -1.226       RANGE          3.000
MINIMUM        1.000      MAXIMUM        4.000

VALID CASES      516      MISSING CASES     44

04-21-78           FILE - S1        - CREATED 04-21-78

V8         PUT MY THOUGHTS IN WRITING

                                                  RELATIVE   ADJUSTED      CUM
                                        ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)      (PCT)      (PCT)

STRONGLY DISAGREE                  1.       37       6.6        7.4        7.4

SORT OF DISAGREE                   2.       69      12.3       13.8       21.2

SORT OF AGREE                      3.      143      25.5       28.5       49.7

STRONGLY AGREE                     4.      252      45.0       50.3      100.0

                                  -0.       59      10.5    MISSING      100.0
                                        ------    ------     ------
                                TOTAL      560     100.0      100.0

MEAN           3.218      STD ERR        0.042       MEDIAN         3.506
MODE           4.000      STD DEV        0.944       VARIANCE       0.891
KURTOSIS      -0.106      SKEWNESS      -0.977       RANGE          3.000
MINIMUM        1.000      MAXIMUM        4.000

VALID CASES      501      MISSING CASES     59
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04-21-78          FILE - S1        - CREATED 04-21-78

V9        TALK TO FAMILY MEMBERS WITHOUT ARG.

                                                     RELATIVE  ADJUSTED     CUM
                                           ABSOLUTE     FREQ      FREQ     FREQ
CATEGORY LABEL                      CODE       FREQ    (PCT)     (PCT)    (PCT)

STRONGLY DISAGREE                     1.         47      8.4       9.5      9.5

SORT OF DISAGREE                      2.         62     11.1      12.5     22.0

SORT OF AGREE                         3.        127     22.7      25.7     47.7

STRONGLY AGREE                        4.        259     46.2      52.3    100.0

                                     -0.         65     11.6   MISSING    100.0
                                             ------   ------    ------
                                   TOTAL        560    100.0     100.0


MEAN           3.208     STD ERR        0.045      MEDIAN         3.544
MODE           4.000     STD DEV        0.993      VARIANCE       0.987
KURTOSIS      -0.176     SKEWNESS      -1.011      RANGE          3.000
MINIMUM        1.000     MAXIMUM        4.000

VALID CASES      495     MISSING CASES    65
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04-21-78          FILE - S1        - CREATED 04-21-78

V10       USE METRIC MEASUREMENTS

                                                     RELATIVE  ADJUSTED     CUM
                                           ABSOLUTE     FREQ      FREQ     FREQ
CATEGORY LABEL                      CODE       FREQ    (PCT)     (PCT)    (PCT)

STRONGLY DISAGREE                     1.         84     15.0      16.7     16.7

SORT OF DISAGREE                      2.         54      9.6      10.7     27.4

SORT OF AGREE                         3.        136     24.3      27.0     54.4

STRONGLY AGREE                        4.        230     41.1      45.6    100.0

                                     -0.         56     10.0   MISSING    100.0
                                             ------   ------    ------
                                   TOTAL        560    100.0     100.0


MEAN           3.016     STD ERR        0.049      MEDIAN         3.338
MODE           4.000     STD DEV        1.110      VARIANCE       1.232
KURTOSIS      -0.818     SKEWNESS      -0.767      RANGE          3.000
MINIMUM        1.000     MAXIMUM        4.000

VALID CASES      504     MISSING CASES    56
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04-21-78          FILE - S1       - CREATED 04-21-78

V11       PROTECT MYSELF AGAINST UNFAIRNESS

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                  1.       40       7.1       8.3       8.3

SORT OF DISAGREE                   2.       45       8.0       9.3      17.6

SORT OF AGREE                      3.      103      18.4      21.3      38.8

STRONGLY AGREE                     4.      296      52.9      61.2     100.0

                                  -0.       76      13.6   MISSING     100.0
                                        -------   -------   -------
                                TOTAL      560     100.0     100.0


MEAN           3.353      STD ERR       0.043      MEDIAN        3.682
MODE           4.000      STD DEV       0.955      VARIANCE      0.912
KURTOSIS       0.587      SKEWNESS     -1.330      RANGE         3.000
MINIMUM        1.000      MAXIMUM       4.000

VALID CASES      484      MISSING CASES    76


04-21-78          FILE - S1       - CREATED 04-21-78

V12       DECIDE WHAT TO BELIEVE IN

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                  1.       75      13.4      15.3      15.3

SORT OF DISAGREE                   2.       61      10.9      12.4      27.8

SORT OF AGREE                      3.      137      24.5      28.0      55.7

STRONGLY AGREE                     4.      217      38.7      44.3     100.0

                                  -0.       70      12.5   MISSING     100.0
                                        -------   -------   -------
                                TOTAL      560     100.0     100.0


MEAN           3.012      STD ERR       0.049      MEDIAN        3.296
MODE           4.000      STD DEV       1.087      VARIANCE      1.182
KURTOSIS      -0.795      SKEWNESS     -0.744      RANGE         3.000
MINIMUM        1.000      MAXIMUM       4.000

VALID CASES      490      MISSING CASES    70
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45 770

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04-21-78           FILE - S1         - CREATED 04-21-78

V13       READ NEWSPAPERS AND MAGAZINE ADV.

                                                    RELATIVE  ADJUSTED     CUM
                                           ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                      CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                    1.        66      11.8      12.8      12.8

SORT OF DISAGREE                     2.        97      17.3      18.8      31.7

SORT OF AGREE                        3.       210      37.5      40.8      72.4

STRONGLY AGREE                       4.       142      25.4      27.6     100.0

                                    -0.        45       8.0   MISSING     100.0
                                            ------    ------    ------
                                   TOTAL      560     100.0     100.0


MEAN           2.831      STD ERR        0.043       MEDIAN        2.950
MODE           3.000      STD DEV        0.975       VARIANCE      0.950
KURTOSIS      -0.720      SKEWNESS      -0.492       RANGE         3.000
MINIMUM        1.000      MAXIMUM        4.000

VALID CASES      515      MISSING CASES     45


04-21-78           FILE - S1         - CREATED 04-21-78

V14       FILL OUT VOTER REGISTRATION FORMS

                                                    RELATIVE  ADJUSTED     CUM
                                           ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                      CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                    1.       131      23.4      25.9      25.9

SORT OF DISAGREE                     2.        93      16.6      18.4      44.4

SORT OF AGREE                        3.       120      21.4      23.8      68.1

STRONGLY AGREE                       4.       161      28.7      31.9     100.0

                                    -0.        55       9.8   MISSING     100.0
                                            ------    ------    ------
                                   TOTAL      560     100.0     100.0


MEAN           2.616      STD ERR        0.053       MEDIAN        2.737
MODE           4.000      STD DEV        1.181       VARIANCE      1.396
KURTOSIS      -1.472      SKEWNESS      -0.170       RANGE         3.000
MINIMUM        1.000      MAXIMUM        4.000

VALID CASES      505      MISSING CASES     55
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46 771

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04-21-78          FILE - S1        - CREATED 04-21-78

V15       SAY THE RIGHT THING AT A JCB INTER.

                                              RELATIVE  ADJUSTED     CUM
                                    ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL               CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE              1.       58      10.4      11.4      11.4

SORT OF DISAGREE               2.       84      15.0      16.5      27.8

SORT OF AGREE                  3.      167      29.8      32.7      60.6

STRONGLY AGREE                 4.      201      35.9      39.4     100.0

                              -0.       50       8.9   MISSING     100.0
                                    ------    ------    ------
                             TOTAL     560     100.0     100.0


MEAN          3.002     STD ERR        0.045      MEDIAN        3.177
MODE          4.000     STD DEV        1.008      VARIANCE      1.016
KURTOSIS     -0.675     SKEWNESS      -0.674      RANGE         3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES     510     MISSING CASES     50


04-21-78          FILE - S1        - CREATED 04-21-78

V16      /KEEP SCORE IN GAMES

                                              RELATIVE  ADJUSTED     CUM
                                    ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL               CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE              1.       80      14.3      15.9      15.9

SORT OF DISAGREE               2.       91      16.2      18.1      33.9

SORT OF AGREE                  3.      149      26.6      29.6      63.5

STRONGLY AGREE                 4.      184      32.9      36.5     100.0

                              -0.       56      10.0   MISSING     100.0
                                    ------    ------    ------
                             TOTAL     560     100.0     100.0


MEAN          2.867     STD ERR        0.048      MEDIAN        3.044
MODE          4.000     STD DEV        1.079      VARIANCE      1.165
KURTOSIS     -1.052     SKEWNESS      -0.495      RANGE         3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES     504     MISSING CASES     56
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47 772

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04-21-78          FILE - S1       - CREATED 04-21-78

V17       AVOID LIQUOR AND DRUG PROBLEMS


                                                       RELATIVE  ADJUSTED     CUM
                                             ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                        CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                       1.       91      16.2      17.9      17.9

SORT OF DISAGREE                        2.       46       8.2       9.0      26.9

SORT OF AGREE                           3.       77      13.7      15.1      42.0

STRONGLY AGREE                          4.      295      52.7      58.0     100.0

                                       -0.       51       9.1   MISSING     100.0
                                              -------   -------   -------
                                     TOTAL      560     100.0     100.0


MEAN            3.132      STD ERR        0.052      MEDIAN          3.637
MODE            4.000      STD DEV        1.171      VARIANCE        1.370
KURTOSIS       -0.767      SKEWNESS      -0.930      RANGE           3.000
MINIMUM         1.000      MAXIMUM        4.000

VALID CASES       509      MISSING CASES     51


04-21-78          FILE - S1       - CREATED 04-21-78

V18       PARTICIPATE IN OUR SYSTEM OF GOV.


                                                       RELATIVE  ADJUSTED     CUM
                                             ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                        CODE     FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                       1.      138      24.6      27.7      27.7

SORT OF DISAGREE                        2.      115      20.5      23.1      50.8

SORT OF AGREE                           3.      145      25.9      29.1      79.9

STRONGLY AGREE                          4.      100      17.9      20.1     100.0

                                       -0.       62      11.1   MISSING     100.0
                                              -------   -------   -------
                                     TOTAL      560     100.0     100.0


MEAN            2.416      STD ERR        0.049      MEDIAN          2.465
MODE            3.000      STD DEV        1.096      VARIANCE        1.201
KURTOSIS       -1.318      SKEWNESS       0.041      RANGE           3.000
MINIMUM         1.000      MAXIMUM        4.000

VALID CASES       498      MISSING CASES     62
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48

773

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04-21-78          FILE - S1        - CREATED 04-21-78

V19      READ HELP WANTED ADS

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                   1.      50       8.9      10.0      10.0

SORT OF DISAGREE                    2.      66      11.8      13.2      23.2

SORT OF AGREE                       3.     147      26.2      29.5      52.7

STRONGLY AGREE                      4.     236      42.1      47.3     100.0

                                   -0.      61      10.9   MISSING     100.0
                                         ------    ------    ------
                                 TOTAL     560     100.0     100.0


MEAN            3.140    STD ERR        0.045      MEDIAN         3.408
MODE            4.000    STD DEV        0.994      VARIANCE       0.988
KURTOSIS       -0.335    SKEWNESS      -0.900      RANGE          3.000
MINIMUM         1.000    MAXIMUM        4.000

VALID CASES      499     MISSING CASES    61


04-21-78          FILE - S1        - CREATED 04-21-78

V20      WRITE A LETTER TO A FRIEND

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                   1.      47       8.4       9.1       9.1

SORT OF DISAGREE                    2.      63      11.2      12.2      21.4

SORT OF AGREE                       3.     142      25.4      27.6      48.9

STRONGLY AGREE                      4.     263      47.0      51.1     100.0

                                   -0.      45       8.0   MISSING     100.0
                                         ------    ------    ------
                                 TOTAL     560     100.0     100.0


MEAN            3.206    STD ERR        0.043      MEDIAN         3.521
MODE            4.000    STD DEV        0.979      VARIANCE       0.958
KURTOSIS       -0.118    SKEWNESS      -1.010      RANGE          3.000
MINIMUM         1.000    MAXIMUM        4.000

VALID CASES      515     MISSING CASES    45
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49 774

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04-21-78           FILE - S1        - CREATED 04-21-78

V21       TELL REPAIRMEN WHAT TO DO

                                                RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ    (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                  1.     107     19.1      20.7      20.7

SORT OF DISAGREE                   2.     122     21.8      23.6      44.4

SORT OF AGREE                      3.     136     24.3      26.4      70.7

STRONGLY AGREE                     4.     151     27.0      29.3     100.0

                                  -0.      44      7.9   MISSING     100.0
                                       ------   ------    ------
                                TOTAL     560    100.0     100.0


MEAN            2.641      STD ERR        0.049        MEDIAN          2.713
MODE            4.000      STD DEV        1.110        VARIANCE        1.232
KURTOSIS       -1.318      SKEWNESS      -0.172        RANGE           3.000
MINIMUM         1.000      MAXIMUM        4.000

VALID CASES       516      MISSING CASES     44


04-21-78           FILE - S1        - CREATED 04-21-78

V22       FIGURE OUT SALES TAXES

                                                RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ    (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                  1.      97     17.3      19.1      19.1

SORT OF DISAGREE                   2.      97     17.3      19.1      38.3

SORT OF AGREE                      3.     123     22.0      24.3      62.5

STRONGLY AGREE                     4.     190     33.9      37.5     100.0

                                  -0.      53      9.5   MISSING     100.0
                                       ------   ------    ------
                                TOTAL     560    100.0     100.0


MEAN            2.801      STD ERR        0.051        MEDIAN          2.984
MODE            4.000      STD DEV        1.138        VARIANCE        1.294
KURTOSIS       -1.283      SKEWNESS      -0.388        RANGE           3.000
MINIMUM         1.000      MAXIMUM        4.000

VALID CASES       507      MISSING CASES     53
```

50775

```
04-21-78          FILE - S1        - CREATED 04-21-78

V23       DECIDE WHAT JOB TRAINING I NEED

                                              RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                1.      56  [illegible]0.0      11.2      11.2

SORT OF DISAGREE                 2.      66      11.8      13.2      24.4

SORT OF AGREE                    3.     146      26.1      29.2      53.6

STRONGLY AGREE                   4.     232      41.4      46.4     100.0

                                -0.      60      10.7   MISSING     100.0
                                      ------   -------    ------
                              TOTAL     560     100.0     100.0


MEAN          3.108     STD ERR        0.045      MEDIAN        3.377
MODE          4.000     STD DEV        1.017      VARIANCE      1.034
KURTOSIS     -0.455     SKEWNESS      -0.860      RANGE         3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES     500     MISSING CASES     60
```

```
04-21-78          FILE - S1        - CREATED 04-21-78

V24       CHOOSE WHAT SEXUAL BEHAVIOR

                                              RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ     (PCT)     (PCT)     (PCT)

STRONGLY DISAGREE                1.      47       8.4      10.2      10.2

SORT OF DISAGREE                 2.      33       5.9       7.2      17.4

SORT OF AGREE                    3.      92      16.4      20.0      37.5

STRONGLY AGREE                   4.     287      51.2      62.5     100.0

                                -0.     101      18.0   MISSING     100.0
                                      ------   -------    ------
                              TOTAL     560     100.0     100.0


MEAN          3.349     STD ERR        0.046      MEDIAN        3.700
MODE          4.000     STD DEV        0.994      VARIANCE      0.987
KURTOSIS      0.593     SKEWNESS      -1.373      RANGE         3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES     459     MISSING CASES    101
```

51 776

```
04-18-78            FILE - RLD       - CREATED 04-18-78

V37       YOU CAN LEARN #1

                                          RELATIVE  ADJUSTED    CUM
                                ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL            CODE    FREQ     (PCT)     (PCT)     (PCT)

                            1.     845      39.0     100.0     100.0

                            0.    1324      61.0    MISSING    100.0
                                 -------   -------   -------
                          TOTAL   2169     100.0     100.0

VALID CASES      845      MISSING CASES  1324




04-18-78            FILE - RLD       - CREATED 04-18-78

V38       DARE YA

                                          RELATIVE  ADJUSTED    CUM
                                ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL            CODE    FREQ     (PCT)     (PCT)     (PCT)

                            1.     293      13.5     100.0     100.0

                            0.    1876      86.5    MISSING    100.0
                                 -------   -------   -------
                          TOTAL   2169     100.0     100.0

VALID CASES      293      MISSING CASES  1876
```

```
04-18-78          FILE - RLD        - CREATED 04-18-78

V39       GET YOUR DIPLOMA

                                             RELATIVE  ADJUSTED    CUM
                                   ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL               CODE    FREQ     (PCT)     (PCT)     (PCT)

                               1.     932      43.0     100.0     100.0

                               0.    1237      57.0   MISSING     100.0
                                   ------    ------    -----
                            TOTAL    2169     100.0     100.0

VALID CASES      932      MISSING CASES  1237
```

```
04-18-78          FILE - RLD        - CREATED 04-18-78

V40       CPPORTUNITY

                                             RELATIVE  ADJUSTED    CUM
                                   ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL               CODE    FREQ     (PCT)     (PCT)     (PCT)

                               1.     615      28.4     100.0     100.0

                               0.    1554      71.6   MISSING     100.0
                                   ------    ------    -----
                            TOTAL    2169     100.0     100.0

VALID CASES      615      MISSING CASES  1554
```

```
04-18-78            FILE - RLD        - CREATED 04-18-78

V41        YOU CAN LEARN #2

                                                     RELATIVE   ADJUSTED     CUM
                                           ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                      CODE     FREQ      (PCT)      (PCT)      (PCT)

                                     1.       721       33.2       99.9       99.9

                                     2.         1        0.0        0.1      100.0

                                     0.      1447       66.7    MISSING      100.0
                                           -------    -------    -------
                                   TOTAL     2169      100.0      100.0

VALID CASES      722        MISSING CASES  1447
```

```
04-18-78            FILE - RLD        - CREATED 04-18-78

V42        YOU CAN

                                                     RELATIVE   ADJUSTED     CUM
                                           ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                      CODE     FREQ      (PCT)      (PCT)      (PCT)

                                     1.       527       24.3      100.0      100.0

                                     0.      1642       75.7    MISSING      100.0
                                           -------    -------    -------
                                   TOTAL     2169      100.0      100.0

VALID CASES      527        MISSING CASES  1642
```

```
04-18-78            FILE - RLD        - CREATED 04-18-78

V43       SUCCEED

                                                RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE   FREQ      FREQ       FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)     (PCT)      (PCT)

                                   1.     518      23.9     100.0      100.0

                                   0.    1651      76.1    MISSING     100.0
                                       -------   -------   -------
                                TOTAL    2169     100.0     100.0

VALID CASES      518       MISSING CASES  1651
```

```
04-18-78            FILE - RLD        - CREATED 04-18-78

V44       MAKING IT

                                                RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE   FREQ      FREQ       FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)     (PCT)      (PCT)

                                   1.     576      26.6      99.8       99.8

                                   2.       1       0.0       0.2      100.0

                                   0.    1592      73.4    MISSING     100.0
                                       -------   -------   -------
                                TOTAL    2169     100.0     100.0

VALID CASES      577       MISSING CASES  1592
```

```
04-18-78          FILE - RLD        - CREATED 04-18-78

V96       A RELATIVE

                                                       RELATIVE   ADJUSTED      CUM
                                             ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                       CODE      FREQ     (PCT)      (PCT)      (PCT)

                                       0.      1610      74.2       74.2       74.2

                                       1.       559      25.8       25.8      100.0
                                             -------   -------    -------
                                     TOTAL     2169     100.0      100.0

VALID CASES    2169      MISSING CASES     0
```

```
04-18-78          FILE - RLD        - CREATED 04-18-78

V97       A FRIEND OR NEIGHBOR

                                                       RELATIVE   ADJUSTED      CUM
                                             ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                       CODE      FREQ     (PCT)      (PCT)      (PCT)

                                       0.      1314      60.6       60.6       60.6

                                       1.       855      39.4       39.4      100.0
                                             -------   -------    -------
                                     TOTAL     2169     100.0      100.0

VALID CASES    2169      MISSING CASES     0
```

```
04-18-78          FILE - RLD        - CREATED 04-18-78

V98       SOMEONE FROM ADULT EDUCATION


                                                    RELATIVE  ADJUSTED    CUM
                                        ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE    FREQ       (PCT)     (PCT)     (PCT)

                                    0.    1842       84.9      84.9      84.9

                                    1.     327       15.1      15.1     100.0
                                        -------    -------   -------
                                 TOTAL    2169      100.0     100.0

VALID CASES     2169      MISSING CASES      0
```

```
04-18-78          FILE - RLD        - CREATED 04-18-78

V99       PEOPLE WHO HELP


                                                    RELATIVE  ADJUSTED    CUM
                                        ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE    FREQ       (PCT)     (PCT)     (PCT)

                                    0.    1784       82.2      82.2      82.2

                                    1.     385       17.8      17.8     100.0
                                        -------    -------   -------
                                 TOTAL    2169      100.0     100.0

VALID CASES     2169      MISSING CASES      0
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V100      MY OWN IDEA

                                       RELATIVE  ADJUSTED    CUM
                               ABSOLUTE  FREQ      FREQ      FREQ
CATEGORY LABEL          CODE     FREQ    (PCT)     (PCT)     (PCT)

                          0.     1423     65.6      65.6      65.6

                          1.      746     34.4      34.4     100.0
                                -------  -------   -------
                       TOTAL     2169    100.0     100.0

VALID CASES    2169      MISSING CASES     0
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V101      RADIO

                                       RELATIVE  ADJUSTED    CUM
                               ABSOLUTE  FREQ      FREQ      FREQ
CATEGORY LABEL          CODE     FREQ    (PCT)     (PCT)     (PCT)

                          0.     1952     90.0      90.0      90.0

                          1.      217     10.0      10.0     100.0
                                -------  -------   -------
                       TOTAL     2169    100.0     100.0

VALID CASES    2169      MISSING CASES     0
```

```
04-18-78            FILE - RLD       - CREATED 04-18-78

V102       T.V.

                                                     RELATIVE  ADJUSTED     CUM
                                           ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                       CODE    FREQ     (PCT)     (PCT)     (PCT)

                                      0.     1879      86.6      86.6      86.6

                                      1.      290      13.4      13.4     100.0
                                           -------   -------   -------
                                    TOTAL    2169     100.0     100.0

VALID CASES     2169       MISSING CASES       0
```

```
04-18-78            FILE - RLD       - CREATED 04-18-78

V103       NEWSPAPERS

                                                     RELATIVE  ADJUSTED     CUM
                                           ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                       CODE    FREQ     (PCT)     (PCT)     (PCT)

                                      0.     1829      84.3      84.3      84.3

                                      1.      340      15.7      15.7     100.0
                                           -------   -------   -------
                                    TOTAL    2169     100.0     100.0

VALID CASES     2169       MISSING CASES       0
```

```
04-18-78            FILE - RLD        - CREATED 04-18-78

V104       MAILED NOTICES

                                                 RELATIVE   ADJUSTED     CUM
                                       ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                   CODE    FREQ      (PCT)      (PCT)      (PCT)

                                   0.    1794      82.7       82.7       82.7

                                   1.     375      17.3       17.3      100.0
                                       -------    -------    ------
                                TOTAL    2169     100.0      100.0

VALID CASES     2169       MISSING CASES      0
```

```
04-18-78            FILE - RLD        - CREATED 04-18-78

V105       SIGNS AND BILLBOARDS

                                                 RELATIVE   ADJUSTED     CUM
                                       ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                   CODE    FREQ      (PCT)      (PCT)      (PCT)

                                   0.    1861      85.8       85.8       85.8

                                   1.     308      14.2       14.2      100.0
                                       -------    -------    ------
                                TOTAL    2169     100.0      100.0

VALID CASES     2169       MISSING CASES      0
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V106       MICHIGAN EMPLOYMENT SECURITY COMM.

                                                 RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)     (PCT)     (PCT)

                                   0.    2010      92.7      92.7      92.7

                                   1.     159       7.3       7.3     100.0
                                       -------   -------   -------
                                 TOTAL   2169     100.0     100.0

VALID CASES     2169       MISSING CASES      0
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V107       DEPARTMENT OF SOCIAL SERVICES

                                                 RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)     (PCT)     (PCT)

                                   0.    1893      87.3      87.3      87.3

                                   1.     276      12.7      12.7     100.0
                                       -------   -------   -------
                                 TOTAL   2169     100.0     100.0

VALID CASES     2169       MISSING CASES      0
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V108      REGULAR DAY SCHOOL

                                                 RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)     (PCT)      (PCT)

                                   0.    1918      88.4      88.4       88.4

                                   1.     251      11.6      11.6      100.0
                                       -------   -------   -------
                                TOTAL    2169     100.0     100.0

VALID CASES    2169      MISSING CASES      0
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V109      CTHER, WRITE IN

                                                 RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)     (PCT)      (PCT)

                                   0.    1997      92.1      92.1       92.1

                                   1.     172       7.9       7.9      100.0
                                       -------   -------   -------
                                TOTAL    2169     100.0     100.0

VALID CASES    2169      MISSING CASES      0
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V110      WILL YOU STOP GETTING MONEY?

                                                RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL                CODE     FREQ      (PCT)     (PCT)     (PCT)

                                0.      270       12.4      12.4      12.4

YES                             1.      363       16.7      16.7      29.2

NO                              2.     1536       70.8      70.8     100.0
                                      -------   -------   -------
                            TOTAL      2169      100.0     100.0

VALID CASES    2169      MISSING CASES     0
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V111      IN THE PAST HAVE YOU EVER STARTED?

                                                RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL                CODE     FREQ      (PCT)     (PCT)     (PCT)

                                0.      176        8.1       8.1       8.1

YES                             1.      564       26.0      26.0      34.1

NO                              2.     1429       65.9      65.9     100.0
                                      -------   -------   -------
                            TOTAL      2169      100.0     100.0

VALID CASES    2169      MISSING CASES     0
```

```
04-18-78           FILE - RLD       - CREATED 04-18-78

V112      WORKING FOR PAY FULL-TIME

                                                  RELATIVE  ADJUSTED    CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE    FREQ      (PCT)     (PCT)     (PCT)

                                    0.    1529      70.5      70.5      70.5

                                    1.     640      29.5      29.5     100.0
                                         -------   -------   -------
                                 TOTAL    2169     100.0     100.0

VALID CASES    2169      MISSING CASES      0
```

```
04-18-78           FILE - RLD       - CREATED 04-18-78

V113      WORKING FOR PAY PART-TIME

                                                  RELATIVE  ADJUSTED    CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE    FREQ      (PCT)     (PCT)     (PCT)

                                    0.    1909      88.0      88.0      88.0

                                    1.     260      12.0      12.0     100.0
                                         -------   -------   -------
                                 TOTAL    2169     100.0     100.0

VALID CASES    2169      MISSING CASES      0
```

```
04-18-78             FILE - RLD        - CREATED 04-18-78

V114       NOT WORKING FOR PAY


                                                        RELATIVE   ADJUSTED      CUM
                                             ABSOLUTE     FREQ       FREQ        FREQ
CATEGORY LABEL                        CODE     FREQ      (PCT)      (PCT)       (PCT)

                                        0.     1537       70.9       70.9        70.9

                                        1.      631       29.1       29.1       100.0

                                        3.        1        0.0        0.0       100.0
                                             -------    -------    -------
                                     TOTAL     2169      100.0      100.0


VALID CASES     2169       MISSING CASES       0
```

```
04-18-78             FILE - RLD        - CREATED 04-18-78

V115       RETIRED


                                                        RELATIVE   ADJUSTED      CUM
                                             ABSOLUTE     FREQ       FREQ        FREQ
CATEGORY LABEL                        CODE     FREQ      (PCT)      (PCT)       (PCT)

                                        0.     2083       96.0       96.0        96.0

                                        1.       86        4.0        4.0       100.0
                                             -------    -------    -------
                                     TOTAL     2169      100.0      100.0


VALID CASES     2169       MISSING CASES       0
```

```
04-18-78          FILE - RLD        - CREATED 04-18-78

V116      HOMEMAKER

                                              RELATIVE  ADJUSTED     CUM
                                   ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL               CODE    FREQ      (PCT)     (PCT)     (PCT)

                               0.    1769      81.6      81.6      81.6

                               1.     400      18.4      18.4     100.0
                                   -------   -------   ------
                            TOTAL    2169     100.0     100.0

VALID CASES    2169      MISSING CASES      0
```

```
04-18-78          FILE - RLD        - CREATED 04-18-78

V117      LAID OFF

                                              RELATIVE  ADJUSTED     CUM
                                   ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL               CODE    FREQ      (PCT)     (PCT)     (PCT)

                               0.    2068      95.3      95.3      95.3

                               1.     101       4.7       4.7     100.0
                                   -------   -------   ------
                            TOTAL    2169     100.0     100.0

VALID CASES    2169      MISSING CASES      0
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V118      DISABLED

                                              RELATIVE   ADJUSTED     CUM
                                   ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL               CODE    FREQ      (PCT)      (PCT)      (PCT)

                               0.    2060       95.0       95.0       95.0

                               1.     109        5.0        5.0      100.0
                                    -------    -------    -------
                            TOTAL    2169      100.0      100.0

VALID CASES     2169     MISSING CASES       0
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V119      HAVEN'T HAD A JOB IN A LONG TIME

                                              RELATIVE   ADJUSTED     CUM
                                   ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL               CODE    FREQ      (PCT)      (PCT)      (PCT)

                               0.    1806       83.3       83.3       83.3

                               1.     363       16.7       16.7      100.0
                                    -------    -------    -------
                            TOTAL    2169      100.0      100.0

VALID CASES     2169     MISSING CASES       0
```

```
04-18-78            FILE - RLD       - CREATED 04-18-78

V120       NEVER HAD A JOB

                                                RELATIVE   ADJUSTED     CUM
                                      ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                 CODE     FREQ      (PCT)      (PCT)      (PCT)

                                 0.     1988      91.7       91.7       91.7

                                 1.      181       8.3        8.3      100.0
                                      -------    -------    -------
                              TOTAL     2169     100.0      100.0

VALID CASES     2169       MISSING CASES      0
```

```
04-18-78            FILE - RLD       - CREATED 04-18-78

V121       OTHER

                                                RELATIVE   ADJUSTED     CUM
                                      ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                 CODE     FREQ      (PCT)      (PCT)      (PCT)

                                 0.     2029      93.5       93.5       93.5

                                 1.      140       6.5        6.5      100.0
                                      -------    -------    -------
                              TOTAL     2169     100.0      100.0

VALID CASES     2169       MISSING CASES      0
```

```
04-18-78           FILE - RLD        - CREATED 04-18-78

V122      YOUR OWN WORK

                                              RELATIVE   ADJUSTED     CUM
                                   ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL              CODE     FREQ       (PCT)      (PCT)      (PCT)

                              0.     1406       64.8       64.8       64.8

                              1.      763       35.2       35.2      100.0
                                   -------    -------    -------
                           TOTAL     2169      100.0      100.0

VALID CASES    2169      MISSING CASES      0
```

```
04-18-78           FILE - RLD        - CREATED 04-18-78

V123      YOUR SPOUSE'S WORK

                                              RELATIVE   ADJUSTED     CUM
                                   ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL              CODE     FREQ       (PCT)      (PCT)      (PCT)

                              0.     1756       81.0       81.0       81.0

                              1.      413       19.0       19.0      100.0
                                   -------    -------    -------
                           TOTAL     2169      100.0      100.0

VALID CASES    2169      MISSING CASES      0
```

```
04-18-78            FILE - RLD       - CREATED 04-18-78

V124      ADC

                                               RELATIVE   ADJUSTED      CUM
                                     ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                 CODE    FREQ      (PCT)      (PCT)      (PCT)

                                 0.    1884      86.9       86.9       86.9

                                 1.     285      13.1       13.1      100.0
                                     -------    -------    ------
                              TOTAL    2169     100.0      100.0

VALID CASES     2169      MISSING CASES      0
```

```
04-18-78            FILE - RLD       - CREATED 04-18-78

V125      WELFARE

                                               RELATIVE   ADJUSTED      CUM
                                     ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                 CODE    FREQ      (PCT)      (PCT)      (PCT)

                                 0.    1952      9C.0       90.0       90.0

                                 1.     217      10.0       10.0      100.0
                                     -------    -------    ------
                              TOTAL    2169     100.0      100.0

VALID CASES     2169      MISSING CASES      0
```

```
04-18-78           FILE - RLD       - CREATED 04-18-78

V126       UNEMPLCYMENT COMPENSATION

                                                RELATIVE  ADJUSTED    CUM
                                      ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ      (PCT)     (PCT)     (PCT)

                                  0.    2079      95.9      95.9      95.9

                                  1.      90       4.1       4.1     100.0
                                       -------   -------   -------
                               TOTAL    2169     100.0     100.0

VALID CASES    2169      MISSING CASES      0
```

```
04-18-78           FILE - RLD       - CREATED 04-18-78

V127       SOCIAL SECURITY ADMINISTRATION

                                                RELATIVE  ADJUSTED    CUM
                                      ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ      (PCT)     (PCT)     (PCT)

                                  0.    1902      87.7      87.7      87.7

                                  1.     267      12.3      12.3     100.0
                                       -------   -------   -------
                               TOTAL    2169     100.0     100.0

VALID CASES    2169      MISSING CASES      0
```

```
04-18-78          FILE - RLD      - CREATED 04-18-78

V128      VETERAN'S ADMINISTRATION

                                            RELATIVE  ADJUSTED     CUM
                                  ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL              CODE    FREQ     (PCT)     (PCT)     (PCT)

                              0.    2100      96.8      96.8      96.8

                              1.      69       3.2       3.2     100.0
                                  -------   -------   ------
                           TOTAL    2169     100.0     100.0

VALID CASES     2169      MISSING CASES      0




04-18-78          FILE - RLD      - CREATED 04-18-78

V129      OTHER INCOME NOT ABOVE

                                            RELATIVE  ADJUSTED     CUM
                                  ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL              CODE    FREQ     (PCT)     (PCT)     (PCT)

                              0.    1928      88.9      88.9      88.9

                              1.     241      11.1      11.1     100.0
                                  -------   -------   ------
                           TOTAL    2169     100.0     100.0

VALID CASES     2169      MISSING CASES      0
```

```
V134      WHAT LANGUAGE IS MOST OFTEN SPOKEN

                                                     RELATIVE  ADJUSTED     CUM
                                           ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE      FREQ     (PCT)     (PCT)     (PCT)

                                     0.       272      12.5      12.5      12.5

ENGLISH                              1.      1320      60.9      60.9      73.4

SPANISH                              2.        93       4.3       4.3      77.7

ARABIC                               3.       135       6.2       6.2      83.9

CHALDEAN                             4.        23       1.1       1.1      85.0

GREEK                                5.        35       1.6       1.6      86.6

VIETNAMESE                           6.        29       1.3       1.3      87.9

ITALIAN                              7.         7       0.3       0.3      88.2

AMERICAN INDIAN                      8.         9       0.4       0.4      88.7

CHINESE                              9.        41       1.9       1.9      90.5

GERMAN                              10.        17       0.8       0.8      91.3

POLISH                              11.        28       1.3       1.3      92.6

OTHER LANG.                         12.       160       7.4       7.4     100.0
                                           -------   -------   -------
                                    TOTAL    2169     100.0     100.0

VALID CASES    2169      MISSING CASES      0
```

```
04-18-78           FILE - RLD       - CREATED 04-18-78

V136      WHAT IS YOUR RACE?

                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE      FREQ     (PCT)     (PCT)     (PCT)

                                    0.       181       8.3       8.3       8.3

BLACK                               1.       808      37.3      37.3      45.6

WHITE                               2.       890      41.0      41.0      86.6

LATINO HISPANIC                     3.       106       4.9       4.9      91.5

ASIAN PACIFIC                       4.       163       7.5       7.5      99.0

AMERICAN INDIAN                     5.        21       1.0       1.0     100.0
                                          ------    ------    ------
                                  TOTAL     2169     100.0     100.0

VALID CASES     2169       MISSING CASES      0
```

```
04-18-78           FILE - RLD       - CREATED 04-18-78

V137      WHAT IS YOUR SEX?

                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE      FREQ     (PCT)     (PCT)     (PCT)

                                    0.       186       8.6       8.6       8.6

FEMALE                              1.      1120      51.6      51.6      60.2

MALE                                2.       863      39.8      39.8     100.0
                                          ------    ------    ------
                                  TOTAL     2169     100.0     100.0

VALID CASES     2169       MISSING CASES      0
```

```
04-18-78           FILE - RLD       - CREATED 04-18-78            PAGE  46

V138       DISTRICT CODE


                    ADJ  CUM                       ADJ  CUM                        ADJ  CUM
     CODE     FREQ  PCT  PCT      CODE     FREQ  PCT  PCT      CODE      FREQ  PCT  PCT

       0.        2    C    0      704.      213   10   17     1305.        49    2   53
     106.       33    2    2      805.       70    3   20     1402.       162    7   60
     201.        6    0    2      904.      116    5   26     1501.        83    4   64
     206.        9    0    2     1004.       46    2   28     1504.        81    4   68
     304.        5    0    3     1102.      313   14   42     1601.       597   28   95
     402.       24    1    4     1106.      127    6   48     1602.       101    5  100
     506.       49    2    6     1204.       26    1   49     2110.         1    0  100
     603.       28    1    7     1208.       28    1   50


VALID CASES     2169       MISSING CASES      0
```

```
04-18-78           FILE - RLD       - CREATED 04-18-78            PAGE  47

V139       LEVEL


                                                        RELATIVE  ADJUSTED      CUM
                                              ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL                         CODE     FREQ     (PCT)     (PCT)      (PCT)

                                         0.       24       1.1       1.1        1.1

ABE                                      1.      836      38.5      38.5       39.6

ESL                                      2.     1079      49.7      49.7       89.4

MIXED LEVELSV140                         3.      229      10.6      10.6      100.0

                                         6.        1       0.0       0.0      100.0
                                              ------    ------    ------
                                      TOTAL     2169     100.0     100.0


VALID CASES    2169.     MISSING CASES      0
```

```
04-18-78          FILE - RLD        - CREATED 04-18-78

V140      TYPE

                                                RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE      FREQ     (PCT)     (PCT)     (PCT)

                                 0.        24       1.1       1.1       1.1

                                 1.      1379      63.6      63.6      64.7

                                 2.       765      35.3      35.3     100.0

                                 3.         1       0.0       0.0     100.0
                                       ------    ------    ------
                              TOTAL      2169     100.0     100.0

VALID CASES     2169      MISSING CASES       0
```

```
04-18-78          FILE - RLD        - CREATED 04-18-78

V141      DAY OR EVE SECTIONS

                                                RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE      FREQ     (PCT)     (PCT)     (PCT)

                                 0.        24       1.1       1.1       1.1

DAY SECTIONS                     1.      1229      56.7      56.7      57.8

EVENING SECTIONS                 2.       915      42.2      42.2     100.0

                                 7.         1       0.0       0.0     100.0
                                       ------    ------    ------
                              TOTAL      2169     100.0     100.0

VALID CASES     2169      MISSING CASES       0
```

```
04-18-78         FILE - RLD       - CREATED 04-18-78

V25      WRITING

                                                    RELATIVE  ADJUSTED    CUM
                                         ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE     FREQ      (PCT)     (PCT)     (PCT)

                                    1.      263       12.1      16.3      16.3

                                    2.      427       19.7      26.5      42.8

                                    3.      457       21.1      28.3      71.2

                                    4.      198        9.1      12.3      83.4

                                    5.      131        6.0       8.1      91.6

                                    6.      136        6.3       8.4     100.0

                                    0.      557       25.7   MISSING     100.0
                                          -------   -------   -------
                                 TOTAL     2169     100.0     100.0


MEAN           2.947      STD ERR        0.036      MEDIAN         2.754
MODE           3.000      STD DEV        1.457      VARIANCE       2.123
KURTOSIS      -0.448      SKEWNESS       0.588      RANGE          5.000
MINIMUM        1.000      MAXIMUM        6.000

VALID CASES     1612      MISSING CASES    557
```

```
V26       DECISION MAKING


                                                         RELATIVE  ADJUSTED    CUM
                                              ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL                          CODE    FREQ      (PCT)     (PCT)     (PCT)

                                          1.     112        5.2       8.2       8.2

                                          2.     233       10.7      17.1      25.3

                                          3.     248       11.4      18.2      43.6

                                          4.     382       17.6      28.1      71.6

                                          5.     253       11.7      18.6      90.2

                                          6.     132        6.1       9.7      99.9

                                          9.       1        0.0       0.1     100.0

                                          0.     808       37.3   MISSING     100.0
                                               ------    ------    ------
                                       TOTAL    2169      100.0     100.0


MEAN            3.612     STD ERR         0.039     MEDIAN          3.729
MODE            4.000     STD DEV         1.432     VARIANCE        2.051
KURTOSIS       -0.741     SKEWNESS       -0.094     RANGE           8.000
MINIMUM         1.000     MAXIMUM         9.000

VALID CASES      1361     MISSING CASES     808
```

```
04-18-78          FILE - RLD        - CREATED 04-18-78

V28        FORMING VALUES AND SETTING GOALS

                                                RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE     FREQ      (PCT)     (PCT)     (PCT)

                                 1.      197       9.1      15.0      15.0

                                 2.      163       7.5      12.4      27.4

                                 3.      163       7.5      12.4      39.8

                                 4.      272      12.5      20.7      60.5

                                 5.      229      10.6      17.4      77.9

                                 6.      290      13.4      22.1     100.0

                                 0.      855      39.4    MISSING    100.0
                                       -------   -------   -------
                              TOTAL     2169     100.0     100.0


MEAN            3.794      STD ERR         0.048       MEDIAN          3.993
MODE            6.000      STD DEV         1.728       VARIANCE        2.986
KURTOSIS       -1.196      SKEWNESS       -0.266       RANGE           5.000
MINIMUM         1.000      MAXIMUM         6.000

VALID CASES     1314       MISSING CASES   855
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V29       READING

                                                      RELATIVE   ADJUSTED      CUM
                                            ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                       CODE     FREQ      (PCT)      (PCT)      (PCT)

                                       1.      370       17.1       22.3       22.3

                                       2.      475       21.9       28.7       51.0

                                       3.      334       15.4       20.2       71.2

                                       4.      247       11.4       14.9       86.1

                                       5.      157        7.2        9.5       95.6

                                       6.       73        3.4        4.4      100.0

                                       0.      513       23.7    MISSING      100.0
                                            -------    -------    -------
                                    TOTAL     2169      100.0      100.0


MEAN             2.737     STD ERR        0.035      MEDIAN          2.464
MODE             2.000     STD DEV        1.428      VARIANCE        2.038
KURTOSIS        -0.592     SKEWNESS       0.567      RANGE           5.000
MINIMUM          1.000     MAXIMUM        6.000

VALID CASES       1656     MISSING CASES    513
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V30       ARITHMETIC

                                                    RELATIVE  ADJUSTED    CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE     FREQ     (PCT)     (PCT)     (PCT)
                                     1.      232      10.7      15.5      15.5

                                     2.      184       8.5      12.3      27.8

                                     3.      253      11.7      16.9      44.6

                                     4.      392      18.1      26.2      70.8

                                     5.      150       6.9      10.0      80.8

                                     6.      288      13.3      19.2     100.0

                                     0.      670      30.9   MISSING     100.0
                                          -------   -------   -------
                                  TOTAL     2169     100.0     100.0

MEAN            3.606     STD ERR       0.043       MEDIAN        3.705
MODE            4.000     STD DEV       1.664       VARIANCE      2.768
KURTOSIS       -1.082     SKEWNESS     -0.078       RANGE         5.000
MINIMUM         1.000     MAXIMUM       6.000

VALID CASES      1499     MISSING CASES   670
```

```
V31       WRITING

                                                   RELATIVE   ADJUSTED     CUM
                                         ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                   CODE      FREQ     (PCT)      (PCT)      (PCT)

                                   1.       318      14.7       20.9       20.9

                                   2.       364      16.8       23.9       44.8

                                   3.       356      16.4       23.4       68.2

                                   4.       237      10.9       15.6       83.8

                                   5.       139       6.4        9.1       93.0

                                   6.       107       4.9        7.0      100.0

                                   0.       648      29.9    MISSING      100.0
                                         -------   -------    -------
                                TOTAL      2169     100.0      100.0


MEAN             2.892      STD ERR         0.038      MEDIAN            2.721
MODE             2.000      STD DEV         1.490      VARIANCE          2.220
KURTOSIS        -0.675      SKEWNESS        0.483      RANGE             5.000
MINIMUM          1.000      MAXIMUM         6.000

VALID CASES       1521      MISSING CASES     648
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V32       CECISICN MAKING

                                                RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)     (PCT)     (PCT)

                                  1.      274      12.6      18.9      18.9

                                  2.      350      16.1      24.2      43.2

                                  3.      263      12.1      18.2      61.3

                                  4.      318      14.7      22.0      83.3

                                  5.      166       7.7      11.5      94.8

                                  6.       74       3.4       5.1      99.9

                                  9.        1       0.0       0.1     100.0

                                  0.      723      33.3   MISSING     100.0
                                        -------   -------   -------
                                TOTAL    2169     100.0     100.0


MEAN            2.986      STD ERR        0.039      MEDIAN        2.876
MOCE            2.000      STD DEV        1.472      VARIANCE      2.166
KURTOSIS       -0.773      SKEWNESS       0.315      RANGE         8.000
MINIMUM         1.000      MAXIMUM        9.000

VALID CASES      1446      MISSING CASES    723
```

```
V33       SPEAKING, LISTENING, REMEMBERING

                                                   RELATIVE  ADJUSTED     CUM
                                         ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE     FREQ     (PCT)     (PCT)     (PCT)

                                    1.      362      16.7      23.3      23.3

                                    2.      262      12.1      16.9      40.2

                                    3.      363      16.7      23.4      63.6

                                    4.      315      14.5      20.3      83.9

                                    5.      135       6.2       8.7      92.6

                                    6.      115       5.3       7.4     100.0

                                    0.      617      28.4   MISSING     100.0
                                          -------   -------   -----
                                 TOTAL     2169     100.0     100.0

MEAN            2.964     STD ERR         0.039     MEDIAN          2.919
MODE            3.000     STD DEV         1.523     VARIANCE        2.320
KURTOSIS       -0.833     SKEWNESS        0.316     RANGE           5.000
MINIMUM         1.000     MAXIMUM         6.000

VALID CASES      1552     MISSING CASES     617
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V34       FORMING VALUES AND SETTING GOALS

                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE     FREQ      (PCT)     (PCT)     (PCT)

                                     1.      159        7.3      12.7      12.7

                                     2.      202        9.3      16.1      28.8

                                     3.      203        9.4      16.2      44.9

                                     4.      221       10.2      17.6      62.5

                                     5.      210        9.7      16.7      79.3

                                     6.      260       12.0      20.7     100.0

                                     0.      914       42.1   MISSING     100.0
                                          -------   -------    ------
                                  TOTAL     2169      100.0     100.0

MEAN           3.718     STD ERR        0.048      MEDIAN         3.787
MODE           6.000     STD DEV        1.692      VARIANCE       2.865
KURTOSIS      -1.239     SKEWNESS      -0.124      RANGE          5.000
MINIMUM        1.000     MAXIMUM        6.000

VALID CASES     1255     MISSING CASES   914
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V35       READING

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

                                   1.      404      18.6      25.1      25.1

                                   2.      429      19.8      26.6      51.7

                                   3.      283      13.0      17.6      69.3

                                   4.      252      11.6      15.6      84.9

                                   5.      163       7.5      10.1      95.0

                                   6.       80       3.7       5.0     100.0

                                   0.      558      25.7   MISSING     100.0
                                         -------   -------   -------
                                TOTAL     2169     100.0     100.0


MEAN          2.740      STD ERR       0.037      MEDIAN        2.436
MOCE          2.000      STD DEV       1.487      VARIANCE      2.211
KURTOSIS     -0.741      SKEWNESS      0.541      RANGE         5.000
MINIMUM       1.000      MAXIMUM       6.000

VALID CASES    1611      MISSING CASES   558
```

```
04-18-78          FILE - RLD       - CREATED 04-18-78

V36       ARITHMETIC

                                                     RELATIVE   ADJUSTED     CUM
                                           ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                      CODE     FREQ      (PCT)      (PCT)      (PCT)

                                      1.      246       11.3       17.7       17.7

                                      2.      142        6.5       10.2       28.0

                                      3.      249       11.5       17.9       45.9

                                      4.      313       14.4       22.6       68.4

                                      5.      139        6.4       10.0       78.5

                                      6.      297       13.7       21.4       99.9

                                      7.        1        0.0        0.1       99.9

                                      9.        1        0.0        0.1      100.0

                                      0.      781       36.0    MISSING      100.0
                                            -----      -----      -----
                                    TOTAL    2169      100.0      100.0

MEAN          3.618      STD ERR       0.047         MEDIAN            3.682
MODE          4.000      STD DEV       1.738         VARIANCE          3.021
KURTOSIS     -1.133      SKEWNESS     -0.046         RANGE             8.000
MINIMUM       1.000      MAXIMUM       9.000

VALID CASES    1388      MISSING CASES   781
```

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04-18-78              FILE - RLD       - CREATED 04-18-78

V130        HOW MANY YEARS HAVE YOU LIVED IN?

                    ADJ  CUM                        ADJ  CUM                        ADJ  CUM
      CODE    FREQ  PCT  PCT        CODE    FREQ  PCT  PCT        CODE    FREQ  PCT  PCT

        0.     238   11   11         18.      36    2   90         36.       3    0   98
        1.     488   22   33         19.      29    1   91         37.       6    0   99
        2.     229   11   44         20.      32    1   92         38.       3    0   99
        3.     158    7   51         21.      17    1   93         40.       8    0   99
        4.     101    5   56         22.      11    1   94         41.       1    0   99
        5.     111    5   61         23.      12    1   94         42.       2    0   99
        6.      77    4   64         24.       7    0   95         43.       4    0   99
        7.      66    3   67         25.      17    1   95         45.       1    0  100
        8.      72    3   70         26.      13    1   96         46.       1    0  100
        9.      46    2   73         27.      11    1   96         47.       1    0  100
       10.      92    4   77         28.      10    0   97         48.       1    0  100
       11.      46    2   79         29.       9    0   97         53.       2    0  100
       12.      42    2   81         30.       7    0   97         56.       1    0  100
       13.      34    2   82         31.       1    0   98         60.       1    0  100
       14.      24    1   83         32.       5    0   98         61.       1    0  100
       15.      40    2   85         33.       3    0   98         62.       1    0  100
       16.      28    1   87         34.       5    0   98         66.       1    0  100
       17.      29    1   88         35.       7    0   98

MEAN            7.039       STD ERR         0.188       MEDIAN          [illegible]
MODE            1.000       STD DEV         8.749       VARIANCE        [illegible]
KURTOSIS        8.132       SKEWNESS        2.436       RANGE          66.000
MINIMUM         0.0         MAXIMUM        66.000

VALID CASES     2169        MISSING CASES       0
```

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04-18-78          FILE - RLD      - CREATED 04-18-78

V132      HOW OLD WERE YOU WHEN YOU QUIT?

                   ADJ CUM                         ADJ CUM                         ADJ CUM
    CODE     FREQ  PCT PCT       CODE     FREQ  PCT PCT       CODE     FREQ  PCT PCT

      0.      479   22  22        13.       61    3  32        25.        3    0  99
      1.        1    0  22        14.      122    6  38        27.        1    0  99
      2.        1    0  22        15.      188    9  46        28.        3    0 100
      4.        2    0  22        16.      429   20  66        29.        1    0 100
      5.        7    0  23        17.      348   16  82        31.        1    0 100
      6.        5    0  23        18.      217   10  92        32.        1    0 100
      7.       15    1  24        19.       68    3  95        36.        2    0 100
      8.       10    0  24        20.       43    2  97        44.        1    0 100
      9.        9    0  24        21.       12    1  98        46.        1    0 100
     10.       34    2  26        22.       15    1  98        90.        1    0 100
     11.       17    1  27        23.       14    1  99
     12.       53    2  29        24.        7    0  99

MEAN           12.990       STD ERR          0.156      MEDIAN          15.699
MODE            0.0         STD DEV          7.256      VARIANCE        52.656
KURTOSIS        0.076       SKEWNESS        -0.724      RANGE           90.000
MINIMUM         0.0         MAXIMUM         90.000

VALID CASES     2169        MISSING CASES       0



04-18-78          FILE - RLD      - CREATED 04-18-78

V133      WHAT WAS THE HIGHEST GRADE?

                   ADJ CUM                         ADJ CUM                         ADJ CUM
    CODE     FREQ  PCT PCT       CODE     FREQ  PCT PCT       CODE     FREQ  PCT PCT

      0.      424   20  20         7.      102    5  35        14.        6    0  99
      1.       10    0  20         8.      205    9  46        15.        5    0  99
      2.       10    0  20         9.      242   11  56        16.        9    0 100
      3.       38    2  22        10.      323   15  71        18.        1    0 100
      4.       47    2  24        11.      274   13  83        91.        1    0 100
      5.       47    2  26        12.      305   14  98        99.        5    0 100
      6.       95    4  31        13.       27    1  98

MEAN            7.767       STD ERR          0.138      MEDIAN           9.360
MODE        [illegible]     STD DEV      [illegible]    VARIANCE     [illegible]
KURTOSIS    [illegible]     SKEWNESS     [illegible]    RANGE           99.000
MINIMUM         0.0         MAXIMUM         99.000

VALID CASES     2169        MISSING CASES       0
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90 811

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04-18-78            FILE - RLD       - CREATED 04-18-78
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7

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V132        HOW OLD WERE YOU WHEN YOU QUIT?

                   ADJ  CUM                     ADJ  CUM                      ADJ  CUM
   CODE      FREQ  PCT  PCT     CODE      FREQ  PCT  PCT      CODE      FREQ  PCT  PCT

     0.       479   22   22      13.        61    3   32       25.         3    0   99
     1.         1    0   22      14.       122    6   38       27.         1    0   99
     2.         1    0   22      15.       188    9   47       28.         3    0  100
     3.         2    0   22      16.       429   20   66       29.         1    0  100
     5.         7    0   23      17.       348   16   82       31.         1    0  100
     6.         3    0   23      18.       217   10   92       32.         1    0  100
     7.        15    1   24      19.        60    3   95       38.         2    0  100
     8.        10    0   24      20.        43    2   97       44.         1    0  100
     9.         9    0   24      21.        12    1   98       46.         1    0  100
    10.        34    2   26      22.        15    1   98       90.         1    0  100
    11.        17    1   27      23.        14    1   99
    12.        53    2   29      24.         7    0   99

MEAN            12.990     STD ERR        0.156     MEDIAN          15.609
MODE             0.0       STD DEV        7.256     VARIANCE        52.656
KURTOSIS         0.076     SKEWNESS      -0.724     RANGE           90.000
MINIMUM          0.0       MAXIMUM       90.000

VALID CASES      2169      MISSING CASES      0
```

```
04-18-78            FILE - RLD       - CREATED 04-18-78

V133        WHAT WAS THE HIGHEST GRADE?

                   ADJ  CUM                     ADJ  CUM                      ADJ  CUM
   CODE      FREQ  PCT  PCT     CODE      FREQ  PCT  PCT      CODE      FREQ  PCT  PCT

     0.       424   20   20       7.       102    5   35       14.         6    0   99
     1.        10    0   20       8.       205    9   45       15.         5    0   99
     2.        10    0   20       9.       242   11   56       16.         9    0  100
     3.        38    2   22      10.       323   15   71       18.         1    0  100
     4.        47    2   24      11.       274   13   83       91.         1    0  100
     5.        47    2   26      12.       305   14   98       99.         5    0  100
     6.        93    4   30      13.        27    1   99

MEAN             7.747     STD ERR        0.136     MEDIAN           9.360
MODE           [illegible] STD DEV     [illegible]  VARIANCE     [illegible]
KURTOSIS       [illegible] SKEWNESS    [illegible]  RANGE           99.000
MINIMUM          0.0       MAXIMUM       99.000

VALID CASES      2169      MISSING CASES      0
```

91 815

```
04-18-78           FILE - RLD       - CREATED 04-18-78

V135      IN WHAT YEAR WERE YOU BORN?

                  ADJ  CUM                       ADJ  CUM                       ADJ  CUM
    CODE    FREQ  PCT  PCT      CODE      FREQ  PCT  PCT      CODE      FREQ  PCT  PCT

      0.     281   13   13       25.        21    1   22       50.        72    3   58
      1.       1    0   13       26.        20    1   23       51.        67    3   62
      2.       2    0   13       27.        23    1   24       52.        73    3   65
      3.       2    0   13       28.        14    1   25       53.        57    3   68
      4.       4    0   13       29.        17    1   25       54.        67    3   71
      5.       1    0   13       30.        19    1   26       55.        87    4   75
      6.       4    0   14       31.        21    1   27       56.        73    3   78
      7.       4    0   14       32.        20    1   28       57.        94    4   82
      8.       9    0   14       33.        24    1   29       58.       100    5   87
      9.       4    0   14       34.        26    1   31       59.       116    5   92
     10.       7    0   15       35.        36    2   32       60.        99    5   97
     11.       4    0   15       36.        13    1   33       61.        44    2   99
     12.       9    0   15       37.        26    1   34       62.         8    0   99
     13.       8    0   16       38.        24    1   35       63.         3    0   99
     14.       6    0   16       39.        29    1   36       65.         2    0   99
     15.       7    0   16       40.        24    1   38       66.         1    0  100
     16.      10    0   17       41.        27    1   39       67.         2    0  100
     17.       4    0   17       42.        27    1   40       93.         1    0  100
     18.       7    0   17       43.        41    2   42       94.         1    0  100
     19.      12    1   18       44.        27    1   43       95.         2    0  100
     20.      14    1   18       45.        44    2   45       96.         2    0  100
     21.      15    1   19       46.        39    2   47       97.         1    0  100
     22.       9    0   20       47.        58    3   50       98.         1    0  100
     23.      19    1   20       48.        49    2   52
     24.      15    1   21       49.        69    3   55

MEAN            40.025      STD ERR          0.432      MEDIAN          47.633
MODE             0.0        STD DEV         20.111      VARIANCE       404.456
KURTOSIS        -0.282      SKEWNESS        -0.867      RANGE           98.000
MINIMUM          0.0        MAXIMUM         98.000

VALID CASES       2169      MISSING CASES        0
```

```
04-18-78          FILE - SE        - CREATED 04-18-78

SESCORE

               ADJ CUM                  ADJ CUM                  ADJ CUM
   CODE   FREQ PCT PCT     CODE    FREQ PCT PCT      CODE   FREQ PCT PCT

     0.     54   5   5       9.      43   4  20       18.     74   7  79
     1.      3   0   5      10.      49   5  25       19.     67   6  85
     2.      3   0   6      11.      59   6  30       20.     61   6  91
     3.      4   0   6      12.      60   6  36       21.     41   4  95
     4.      7   1   7      13.      76   7  43       22.     28   3  97
     5.     12   1   8      14.      62   6  49       23.     17   2  99
     6.     19   2  10      15.      90   8  57       24.     13   1 100
     7.     30   3  12      16.      81   8  65
     8.     41   4  16      17.      75   7  72

MEAN          13.834     STD ERR        0.170      MEDIAN        14.639
MODE          15.000     STD DEV        5.570      VARIANCE      31.030
KURTOSIS       0.115     SKEWNESS      -0.658      RANGE         24.000
MINIMUM        0.0       MAXIMUM       24.000

VALID CASES     1069     MISSING CASES      0
```

```
04-18-78          FILE - SE        - CREATED 04-18-78

LIE

                                                RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL                  CODE    FREQ      (PCT)     (PCT)      (PCT)

                                  0.     402       37.6      37.6       37.6

                                  1.     366       34.2      34.2       71.8

                                  2.     301       28.2      28.2      100.0
                                        -------   -------   ------
                              TOTAL     1069      100.0     100.0

MEAN           0.906     STD ERR        0.025      MEDIAN         0.862
MODE           0.0       STD DEV        0.806      VARIANCE       0.649
KURTOSIS      -1.440     SKEWNESS       0.173      RANGE          2.000
MINIMUM        0.0       MAXIMUM        2.000

VALID CASES     1069     MISSING CASES      0
```

```
04-18-78            FILE - SE        - CREATED 04-18-78

V45       I OFTEN WISH I WERE SOMECNE ELSE

                                                       RELATIVE   ADJUSTED      CUM
                                            ABSOLUTE     FREQ       FREQ        FREQ
CATEGORY LABEL                        CODE    FREQ       (PCT)      (PCT)       (PCT)

TRUE                                    1.     302       28.3       30.8        30.8

FALSE                                   2.     677       63.3       69.2       100.0

                                        0.      90        8.4     MISSING      100.0
                                             ------     ------     ------
                                     TOTAL    1069      100.0      100.0

VALID CASES      979       MISSING CASES     90
```

```
04-18-78            FILE - SE        - CREATED 04-18-78

V46       I FIND IT VERY HARD TO TALK

                                                       RELATIVE   ADJUSTED      CUM
                                            ABSOLUTE     FREQ       FREQ        FREQ
CATEGORY LABEL                        CODE    FREQ       (PCT)      (PCT)       (PCT)

TRUE                                    1.     592       55.4       59.4        59.4

FALSE                                   2.     405       37.9       40.6       100.0

                                        0.      72        6.7     MISSING      100.0
                                             ------     ------     ------
                                     TOTAL    1069      100.0      100.0

VALID CASES      997       MISSING CASES     72
```

```
04-18-78          FILE - SE       - CREATED 04-18-78

V47       THERE ARE LOTS OF THINGS ABOUT MY

                                                RELATIVE   ADJUSTED     CUM
                                     ABSOLUTE     FREQ       FREQ      FREQ
CATEGORY LABEL               CODE      FREQ      (PCT)      (PCT)     (PCT)

TRUE                           1.       663       62.0       67.8      67.8

FALSE                          2.       315       29.5       32.2     100.0

                               0.        91        8.5    MISSING     100.0
                                     -------    -------    ------
                            TOTAL      1069      100.0      100.0

VALID CASES      978       MISSING CASES     91




04-18-78          FILE - SE       - CREATED 04-18-78

V48       I CAN MAKE UP MIND W C TROUBLE

                                                RELATIVE   ADJUSTED     CUM
                                     ABSOLUTE     FREQ       FREQ      FREQ
CATEGORY LABEL               CODE      FREQ      (PCT)      (PCT)     (PCT)

TRUE                           1.       743       69.5       75.7      75.7

FALSE                          2.       238       22.3       24.3     100.0

                               0.        88        8.2    MISSING     100.0
                                     -------    -------    ------
                            TOTAL      1069      100.0      100.0

VALID CASES      981       MISSING CASES     88
```

```
04-18-78            FILE - SE         - CREATED 04-18-78

V49        I'M A LOT OF FUN TO BE WITH


                                                  RELATIVE   ADJUSTED      CUM
                                        ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                    CODE    FREQ     (PCT)      (PCT)      (PCT)

TRUE                                1.     750      70.2       77.6       77.6

FALSE                               2.     217      20.3       22.4      100.0

                                    0.     102       9.5    MISSING      100.0
                                         -------   -------    -------
                                 TOTAL    1069     100.0      100.0

VALID CASES      967      MISSING CASES   102
```

```
04-18-78            FILE - SE         - CREATED 04-18-78

V50        I GET UPSET EASILY AT HOME


                                                  RELATIVE   ADJUSTED      CUM
                                        ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                    CODE    FREQ     (PCT)      (PCT)      (PCT)

TRUE                                1.     421      39.4       43.2       43.2

FALSE                               2.     553      51.7       56.8      100.0

                                    0.      95       8.9    MISSING      100.0
                                         -------   -------    -------
                                 TOTAL    1069     100.0      100.0

VALID CASES      974      MISSING CASES    95
```

```
04-18-78            FILE - SE        - CREATED 04-18-78

V51        TAKES A LONG TIME TO GET USED TO NEW THI

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

TRUE                               1.      300      28.1      30.8      30.8

FALSE                              2.      675      63.1      69.2     100.0

                                   0.       94       8.8    MISSING    100.0
                                        -------   -------   -------
                                TOTAL     1069     100.0     100.0

VALID CASES      975      MISSING CASES     94




04-18-78            FILE - SE        - CREATED 04-18-78

V52        I'M POPULAR WITH PEOPLE MY OWN AGE

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

TRUE                               1.      607      56.8      63.5      63.5

FALSE                              2.      349      32.6      36.5     100.0

                                   0.      113      10.6    MISSING    100.0
                                        -------   -------   -------
                                TOTAL     1069     100.0     100.0

VALID CASES      956      MISSING CASES    113
```

```
04-18-78          FILE - SE       - CREATED 04-18-78

V53        TOO MUCH IS EXPECTED OF ME AT HOME

                                               RELATIVE  ADJUSTED     CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL               CODE      FREQ     (PCT)     (PCT)     (PCT)

TRUE                           1.       433      40.5      44.6      44.6

FALSE                          2.       538      50.3      55.4     100.0

                               0.        98       9.2   MISSING     100.0
                                      -------   -------   -------
                            TOTAL      1069     100.0     100.0

VALID CASES      971      MISSING CASES     98
```

```
04-18-78          FILE - SE       - CREATED 04-18-78

V54        PARENTS CONSIDERED MY FEELINGS

                                               RELATIVE  ADJUSTED     CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL               CODE      FREQ     (PCT)     (PCT)     (PCT)

TRUE                           1.       626      58.6      66.8      66.8

FALSE                          2.       311      29.1      33.2     100.0

                               0.       132      12.3   MISSING     100.0
                                      -------   -------   -------
                            TOTAL      1069     100.0     100.0

VALID CASES      937      MISSING CASES    132
```

```
04-18-78         FILE - SE        - CREATED 04-18-78

V57      THINGS ARE ALL MIXED UP IN MY LIFE

                                              RELATIVE  ADJUSTED    CUM
                                   ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL             CODE      FREQ      (PCT)     (PCT)     (PCT)

TRUE                         1.       351      32.8      36.7      36.7

FALSE                        2.       606      56.7      63.3     100.0

                             0.       112      10.5    MISSING    100.0
                                    -------   -------   -------
                          TOTAL      1069     100.0     100.0

VALID CASES     957      MISSING CASES   112
```

```
04-18-78         FILE - SE        - CREATED 04-18-78

V58      OTHERS FOLLOW MY IDEAS

                                              RELATIVE  ADJUSTED    CUM
                                   ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL             CODE      FREQ      (PCT)     (PCT)     (PCT)

TRUE                         1.       556      52.0      57.2      57.2

FALSE                        2.       416      38.9      42.8     100.0

                             0.        97       9.1    MISSING    100.0
                                    -------   -------   -------
                          TOTAL      1069     100.0     100.0

VALID CASES     972      MISSING CASES    97
```

```
04-18-78            FILE - SE         - CREATED 04-18-78

V59       I HAVE A LOW OPINION OF MYSELF

                                                RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)     (PCT)     (PCT)

TRUE                               1.     267      25.0      27.6      27.6

FALSE                              2.     701      65.6      72.4     100.0

                                   0.     101       9.4   MISSING     100.0
                                        -------   -------   -------
                                TOTAL    1069     100.0     100.0

VALID CASES      968       MISSING CASES   101
```

```
04-18-78            FILE - SE         - CREATED 04-18-78

V60       MANY TIMES I'D LIKE TO LEAVE HOME

                                                RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)     (PCT)     (PCT)

TRUE                               1.     459      42.9      47.1      47.1

FALSE                              2.     515      48.2      52.9     100.0

                                   0.      95       8.9   MISSING     100.0
                                        -------   -------   -------
                                TOTAL    1069     100.0     100.0

VALID CASES      974       MISSING CASES    95
```

```
04-18-78          FILE - SE       - CREATED 04-18-78

V61      I OFTEN FEEL UPSET ABOUT THE WORK

                                           RELATIVE  ADJUSTED    CUM
                                 ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL            CODE     FREQ     (PCT)     (PCT)     (PCT)

TRUE                        1.      378      35.4      39.0      39.0

FALSE                       2.      592      55.4      61.0     100.0

                            0.       99       9.3    MISSING    100.0
                                  ------    ------    ------
                          TOTAL    1069     100.0     100.0

VALID CASES     970       MISSING CASES    99
```

```
04-18-78          FILE - SE       - CREATED 04-18-78

V62      I'M NOT AS NICE LOOKING AS MOST

                                           RELATIVE  ADJUSTED    CUM
                                 ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL            CODE     FREQ     (PCT)     (PCT)     (PCT)

TRUE                        1.      326      30.5      34.2      34.2

FALSE                       2.      628      58.7      65.8     100.0

                            0.      115      10.8    MISSING    100.0
                                  ------    ------    ------
                          TOTAL    1069     100.0     100.0

VALID CASES     954       MISSING CASES   115
```

```
04-18-78          FILE - SE        - CREATED 04-18-78

V63       IF I HAVE SOMETHING TO SAY, I

                                                    RELATIVE  ADJUSTED    CUM
                                         ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE     FREQ      (PCT)     (PCT)     (PCT)

TRUE                                1.      723       67.6      74.7      74.7

FALSE                               2.      245       22.9      25.3     100.0

                                    0.      101        9.4   MISSING     100.0
                                          -------    -------   -------
                                 TOTAL     1069      100.0     100.0

VALID CASES     968      MISSING CASES   101
```

```
04-18-78          FILE - SE        - CREATED 04-18-78

V64       AT HOME, MY FAMILY UNDERSTANDS ME

                                                    RELATIVE  ADJUSTED    CUM
                                         ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE     FREQ      (PCT)     (PCT)     (PCT)

TRUE                                1.      719       67.3      73.1      73.1

FALSE                               2.      265       24.8      26.9     100.0

                                    0.       85        8.0   MISSING     100.0
                                          -------    -------   -------
                                 TOTAL     1069      100.0     100.0

VALID CASES     984      MISSING CASES    85
```

```
04-18-78          FILE - SE       - CREATED 04-18-78

V65       MOST PEOPLE ARE BETTER LIKED THAN I

                                              RELATIVE  ADJUSTED     CUM
                                    ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL              CODE      FREQ     (PCT)     (PCT)      (PCT)

TRUE                          1.       342      32.0      35.7       35.7

FALSE                         2.       616      57.6      64.3      100.0

                              0.       111      10.4    MISSING     100.0
                                    -------   -------   -------
                            TOTAL     1069     100.0     100.0

VALID CASES     958      MISSING CASES   111
```

```
04-18-78          FILE - SE       - CREATED 04-18-78

V88       PARENTS WERE PUSHING ME

                                              RELATIVE  ADJUSTED     CUM
                                    ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL              CODE      FREQ     (PCT)     (PCT)      (PCT)

TRUE                          1.       312      29.2      32.6       32.6

FALSE                         2.       644      60.2      67.4      100.0

                              0.       113      10.6    MISSING     100.0
                                    -------   -------   -------
                            TOTAL     1069     100.0     100.0

VALID CASES     956      MISSING CASES   113
```

88%

```
04-18-78          FILE - SE        - CREATED 04-18-78

V67       I OFTEN GET DISCOURAGED AT WHAT I

                                                         RELATIVE   ADJUSTED     CUM
                                              ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL                         CODE     FREQ       (PCT)      (PCT)      (PCT)

TRUE                                     1.      422       39.5       44.0       44.0

FALSE                                    2.      537       50.2       56.0      100.0

                                         0.      110       10.3     MISSING     100.0
                                              -------    -------    -------
                                      TOTAL     1069      100.0      100.0

VALID CASES      959      MISSING CASES   110
```

```
04-18-78          FILE - SE        - CREATED 04-18-78

V68       THINGS USUALLY DON'T BOTHER ME

                                                         RELATIVE   ADJUSTED     CUM
                                              ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL                         CODE     FREQ       (PCT)      (PCT)      (PCT)

TRUE                                     1.      547       51.2       56.0       56.0

FALSE                                    2.      429       40.1       44.0      100.0

                                         0.       93        8.7     MISSING     100.0
                                              -------    -------    -------
                                      TOTAL     1069      100.0      100.0

VALID CASES      976      MISSING CASES    93
```

```
[illegible]          FILE = [illegible]       - CREATED [illegible]

[illegible]       I CAN'T BE DEPENDED ON

                                                   RELATIVE  ADJUSTED     CUM
                                         ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL                    CODE     FREQ     (PCT)     (PCT)      (PCT)

TRUE                                1.      217      20.3      22.6       22.6

FALSE                               2.      745      69.7      77.4      100.0

                                    0.      107      10.0    MISSING     100.0
                                          -------   -------   -------
                                   TOTAL   1069     100.0     100.0

VALID CASES     962      MISSING CASES   107
```

```
[illegible]          FILE = [illegible]       = CREATED [illegible]

[illegible]       I ALWAYS TELL THE TRUTH

                                                   RELATIVE  ADJUSTED     CUM
                                         ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL                    CODE     FREQ     (PCT)     (PCT)      (PCT)

TRUE                                1.      511      47.8      53.2       53.2

FALSE                               2.      450      42.1      46.8      100.0

                                    0.      108      10.1    MISSING     100.0
                                          -------   -------   -------
                                   TOTAL   1069     100.0     100.0

VALID CASES     961      MISSING CASES   108
```

```
04-18-78          FILE - SE        - CREATED 04-18-78

SESCORE

               ADJ CUM                    ADJ CUM                     ADJ CUM
   CODE   FREQ PCT PCT      CODE     FREQ PCT PCT      CODE      FREQ PCT PCT

     0.     54   5   5        9.       43   4  20       18.        74   7  79
     1.      3   0   5       10.       49   5  25       19.        67   6  85
     2.      3   0   6       11.       59   6  30       20.        61   6  91
     3.      4   0   6       12.       60   6  36       21.        41   4  95
     4.      7   1   7       13.       76   7  43       22.        28   3  97
     5.     12   1   8       14.       62   6  49       23.        17   2  99
     6.     19   2  10       15.       90   8  57       24.        13   1 100
     7.     30   3  12       16.       81   8  65
     8.     41   4  16       17.       75   7  72

VALID CASES    1069      MISSING CASES      0
```

```
04-18-78          FILE - SE        - CREATED 04-18-78

V71       I LIKE EVERYONE I KNOW

                                                RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)     (PCT)     (PCT)

TRUE                               1.     457     42.8      46.6      46.6

FALSE                              2.     523     48.9      53.4     100.0

                                   0.      89      8.3    MISSING    100.0
                                       -------   -------   -----
                                TOTAL    1069    100.0     100.0

VALID CASES     980      MISSING CASES     89
```

```
04-18-78            FILE - SE          - CREATED 04-18-78

LIE

                                                    RELATIVE   ADJUSTED      CUM
                                           ABSOLUTE   FREQ       FREQ        FREQ
CATEGORY LABEL                     CODE      FREQ     (PCT)      (PCT)       (PCT)

                                     0.       402      37.6       37.6        37.6

                                     1.       366      34.2       34.2        71.8

                                     2.       301      28.2       28.2       100.0
                                            -------   -------    -------
                                   TOTAL     1069     100.0      100.0

VALID CASES     1069       MISSING CASES       0
```

```
04-18-78            FILE - SE        - CREATED 04-18-78

SESCORE

             ADJ CUM                      ADJ CUM                      ADJ CUM
   CODE  FREQ PCT PCT         CODE   FREQ PCT PCT        CODE    FREQ PCT PCT

     3.     1   0   0          11.     36   5  21         19.      50   7  80
     4.     1   0   0          12.     41   6  26         20.      54   8  88
     5.     5   1   1          13.     46   6  33         21.      36   5  93
     6.    10   1   2          14.     48   7  40         22.      24   3  96
     7.    15   2   4          15.     69  10  49         23.      15   2  98
     8.    24   3   8          16.     59   8  57         24.      13   2 100
     9.    25   3  11          17.     57   8  65
    10.    31   4  16          18.     56   8  73

MEAN          15.376      STD ERR          0.165      MEDIAN         15.602
MODE          15.000      STD DEV          4.407      VARIANCE       19.424
KURTOSIS      -0.587      SKEWNESS        -0.244      RANGE          21.000
MINIMUM        3.000      MAXIMUM         24.000

VALID CASES      716      MISSING CASES        0
```

```
04-18-78            FILE - SE        - CREATED 04-18-78

LIE

                                                   RELATIVE  ADJUSTED      CUM
                                         ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL                    CODE     FREQ     (PCT)     (PCT)      (PCT)

                                    0.      243      33.9      33.9       33.9

                                    1.      262      36.6      36.6       70.5

                                    2.      211      29.5      29.5      100.0
                                          -------   -------   -------
                                 TOTAL      716     100.0     100.0

MEAN           0.955      STD ERR          0.030      MEDIAN          0.939
MODE           1.000      STD DEV          0.796      VARIANCE        0.633
KURTOSIS      -1.415      SKEWNESS         0.080      RANGE           2.000
MINIMUM        0.0        MAXIMUM          2.000

VALID CASES      716      MISSING CASES        0
```

```
04-18-78          FILE - SE        - CREATED 04-18-78

V45       I OFTEN WISH I WERE SOMEONE ELSE

                                                RELATIVE   ADJUSTED    CUM
                                       ABSOLUTE   FREQ       FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)      (PCT)     (PCT)

TRUE                               1.     218      30.4       30.4      30.4

FALSE                              2.     498      69.6       69.6     100.0
                                        -------   -------    -------
                                TOTAL     716     100.0      100.0

VALID CASES     716      MISSING CASES      0
```

```
04-18-78          FILE - SE        - CREATED 04-18-78

V46       I FIND IT VERY HARD TO TALK

                                                RELATIVE   ADJUSTED    CUM
                                       ABSOLUTE   FREQ       FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ     (PCT)      (PCT)     (PCT)

TRUE                               1.     433      60.5       60.5      60.5

FALSE                              2.     283      39.5       39.5     100.0
                                        -------   -------    -------
                                TOTAL     716     100.0      100.0

VALID CASES     716      MISSING CASES      0
```

```
04-18-78          FILE - SE        - CREATED 04-18-78

V47       THERE ARE LOTS OF THINGS ABOUT MY

                                               RELATIVE  ADJUSTED    CUM
                                    ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL               CODE     FREQ      (PCT)     (PCT)     (PCT)

TRUE                           1.      487      68.0      68.0      68.0

FALSE                          2.      229      32.0      32.0     100.0
                                    -------   -------   -------
                             TOTAL     716     100.0     100.0

VALID CASES     716     MISSING CASES     0




04-18-78          FILE - SE        - CREATED 04-18-78

V48       I CAN MAKE UP MIND W C TROUBLE

                                               RELATIVE  ADJUSTED    CUM
                                    ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL               CODE     FREQ      (PCT)     (PCT)     (PCT)

TRUE                           1.      539      75.3      75.3      75.3

FALSE                          2.      177      24.7      24.7     100.0
                                    -------   -------   -------
                             TOTAL     716     100.0     100.0

VALID CASES     716     MISSING CASES     0
```

```
04-18-78            FILE - SE          - CREATED 04-18-78

V49        I'M A LOT OF FUN TO BE WITH

                                                RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ      (PCT)     (PCT)     (PCT)

TRUE                             1.     559       78.1      78.1      78.1

FALSE                            2.     157       21.9      21.9     100.0
                                      -------   -------   -------
                              TOTAL     716      100.0     100.0

VALID CASES       716      MISSING CASES       0
```

```
04-18-78            FILE - SE          - CREATED 04-18-78

V50        I GET UPSET EASILY AT HOME

                                                RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ      (PCT)     (PCT)     (PCT)

TRUE                             1.     306       42.7      42.7      42.7

FALSE                            2.     410       57.3      57.3     100.0
                                      -------   -------   -------
                              TOTAL     716      100.0     100.0

VALID CASES       716      MISSING CASES       0
```

```
04-18-78           FILE - SE        - CREATED 04-18-78

V51       TAKES A LONG TIME TO GET USED TO NEW THI

                                                RELATIVE  ADJUSTED    CUM
                                      ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ      (PCT)     (PCT)     (PCT)

TRUE                              1.     206      28.8      28.8      28.8

FALSE                             2.     510      71.2      71.2     100.0
                                       -------   -------   -------
                                TOTAL    716     100.0     100.0

VALID CASES      716      MISSING CASES      0
```

```
04-18-78           FILE - SE        - CREATED 04-18-78

V52       I'M POPULAR WITH PEOPLE MY OWN AGE

                                                RELATIVE  ADJUSTED    CUM
                                      ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ      (PCT)     (PCT)     (PCT)

TRUE                              1.     440      61.5      61.5      61.5

FALSE                             2.     276      38.5      38.5     100.0
                                       -------   -------   -------
                                TOTAL    716     100.0     100.0

VALID CASES      716      MISSING CASES      0
```

```
04-18-78          FILE - SE       - CREATED 04-18-78

V55       I GIVE IN VERY EASILY

                                               RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ      (PCT)     (PCT)     (PCT)

TRUE                             1.     344       48.0      48.0      48.0

FALSE                            2.     372       52.0      52.0     100.0
                                      -------   -------   -------
                              TOTAL     716      100.0     100.0

VALID CASES     716      MISSING CASES     0




04-18-78          FILE - SE       - CREATED 04-18-78

V56       IT'S PRETTY TOUGH TO BE ME

                                               RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ      (PCT)     (PCT)     (PCT)

TRUE                             1.     290       40.5      40.5      40.5

FALSE                            2.     426       59.5      59.5     100.0
                                      -------   -------   -------
                              TOTAL     716      100.0     100.0

VALID CASES     716      MISSING CASES     0
```

```
04-18-78          FILE - SE       - CREATED 04-18-78

V57      THINGS ARE ALL MIXED UP IN MY LIFE

                                               RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL               CODE      FREQ      (PCT)     (PCT)     (PCT)

TRUE                           1.       243      33.9      33.9      33.9

FALSE                          2.       473      66.1      66.1     100.0
                                     -------   -------   -------
                            TOTAL       716     100.0     100.0

VALID CASES     716      MISSING CASES     0
```

```
04-18-78          FILE - SE       - CREATED 04-18-78

V58      OTHERS FOLLOW MY IDEAS

                                               RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL               CODE      FREQ      (PCT)     (PCT)     (PCT)

TRUE                           1.       405      56.6      56.6      56.6

FALSE                          2.       311      43.4      43.4     100.0
                                     -------   -------   -------
                            TOTAL       716     100.0     100.0

VALID CASES     716      MISSING CASES     0
```

```
04-18-78          FILE - SE       - CREATED 04-18-78

V59       I HAVE A LOW OPINION OF MYSELF

                                               RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ     (PCT)     (PCT)     (PCT)

TRUE                              1.     189     26.4      26.4      26.4

FALSE                             2.     527     73.6      73.6     100.0
                                       -------   ------    ------
                                TOTAL    716    100.0     100.0

VALID CASES     716      MISSING CASES     0
```

```
04-18-78          FILE - SE       - CREATED 04-18-78

V6C       MANY TIMES I'D LIKE TC LEAVE HOME

                                               RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ     (PCT)     (PCT)     (PCT)

TRUE                              1.     341     47.6      47.6      47.6

FALSE                             2.     375     52.4      52.4     100.0
                                       -------   ------    ------
                                TOTAL    716    100.0     100.0

VALID CASES     716      MISSING CASES     0
```

```
04-18-78          FILE - SE        - CREATED 04-18-78

V61       I OFTEN FEEL UPSET ABOUT THE WORK

                                                    RELATIVE   ADJUSTED     CUM
                                         ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL                   CODE      FREQ      (PCT)      (PCT)      (PCT)

TRUE                               1.       266       37.2       37.2       37.2

FALSE                              2.       450       62.8       62.8      100.0
                                          -------    -------    -------
                                 TOTAL      716      100.0      100.0

VALID CASES     716      MISSING CASES      0




04-18-78          FILE - SE        - CREATED 04-18-78

V62       I'M NOT AS NICE LOOKING AS MOST

                                                    RELATIVE   ADJUSTED     CUM
                                         ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL                   CODE      FREQ      (PCT)      (PCT)      (PCT)

TRUE                               1.       237       33.1       33.1       33.1

FALSE                              2.       479       66.9       66.9      100.0
                                          -------    -------    -------
                                 TOTAL      716      100.0      100.0

VALID CASES     716      MISSING CASES      0
```

```
04-18-78            FILE - SE          - CREATED 04-18-78

V63       IF I HAVE SOMETHING TO SAY, I

                                                     RELATIVE   ADJUSTED     CUM
                                          ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL                     CODE     FREQ       (PCT)      (PCT)      (PCT)

TRUE                                 1.      524        73.2       73.2       73.2

FALSE                                2.      192        26.8       26.8      100.0
                                           -------    -------    -------
                                   TOTAL     716       100.0      100.0

VALID CASES      716       MISSING CASES      0




04-18-78            FILE - SE          - CREATED 04-18-78

V64       AT HOME, MY FAMILY UNDERSTANDS ME

                                                     RELATIVE   ADJUSTED     CUM
                                          ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL                     CODE     FREQ       (PCT)      (PCT)      (PCT)

TRUE                                 1.      521        72.8       72.8       72.8

FALSE                                2.      195        27.2       27.2      100.0
                                           -------    -------    -------
                                   TOTAL     716       100.0      100.0

VALID CASES      716       MISSING CASES      0
```

```
04-18-78            FILE - SE           - CREATED 04-18-78

V65        MOST PEOPLE ARE BETTER LIKED THAN I

                                              RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL               CODE     FREQ      (PCT)      (PCT)      (PCT)

TRUE                           1.      250       34.9       34.9       34.9

FALSE                          2.      466       65.1       65.1      100.0
                                     -------    -------    -------
                             TOTAL     716      100.0      100.0

VALID CASES      716      MISSING CASES      0
```

```
04-18-78            FILE - SE           - CREATED 04-18-78

V66        PARENTS WERE PUSHING ME

                                              RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL               CODE     FREQ      (PCT)      (PCT)      (PCT)

TRUE                           1.      242       33.8       33.8       33.8

FALSE                          2.      474       66.2       66.2      100.0
                                     -------    -------    -------
                             TOTAL     716      100.0      100.0

VALID CASES      716      MISSING CASES      0
```

```
04-18-78            FILE - SE          - CREATED 04-18-78

V67        I OFTEN GET DISCOURAGED AT WHAT I

                                                RELATIVE  ADJUSTED    CUM
                                      ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ     (PCT)     (PCT)     (PCT)

TRUE                              1.     311      43.4      43.4      43.4

FALSE                             2.     405      56.6      56.6     100.0
                                       -------   -------   -------
                              TOTAL      716     100.0     100.0

VALID CASES      716      MISSING CASES      0
```

```
04-18-78            FILE - SE          - CREATED 04-18-78

V68        THINGS USUALLY DON'T BOTHER ME

                                                RELATIVE  ADJUSTED    CUM
                                      ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ     (PCT)     (PCT)     (PCT)

TRUE                              1.     405      56.6      56.6      56.6

FALSE                             2.     311      43.4      43.4     100.0
                                       -------   -------   -------
                              TOTAL      716     100.0     100.0

VALID CASES      716      MISSING CASES      0
```

```
04-18-78           FILE - SE          - CREATED 04-18-78

V69        I CAN'T BE DEPENDED ON

                                               RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL               CODE     FREQ      (PCT)      (PCT)      (PCT)

TRUE                           1.      145       20.3       20.3       20.3

FALSE                          2.      571       79.7       79.7      100.0
                                     ------     ------     ------
                             TOTAL     716      100.0      100.0

VALID CASES      716      MISSING CASES      0
```

```
04-18-78           FILE - SE          - CREATED 04-18-78

V7C        I ALWAYS TELL THE TRUTH

                                               RELATIVE   ADJUSTED     CUM
                                    ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL               CODE     FREQ      (PCT)      (PCT)      (PCT)

TRUE                           1.      363       50.7       50.7       50.7

FALSE                          2.      353       49.3       49.3      100.0
                                     ------     ------     ------
                             TOTAL     716      100.0      100.0

VALID CASES      716      MISSING CASES      0
```

```
04-18-78          FILE - SE        - CREATED 04-18-78

V71       I LIKE EVERYONE I KNOW

                                                 RELATIVE  ADJUSTED    CUM
                                        ABSOLUTE   FREQ .    FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ    (PCT)     (PCT)     (PCT)

TRUE                               1.      321     44.8      44.8      44.8

FALSE                              2.      395     55.2      55.2     100.0
                                         -------  -------   ------
                               TOTAL       716    100.0     100.0

VALID CASES      716      MISSING CASES      0




04-18-78          FILE - SE        - CREATED 04-18-78

SESCORE

              ADJ CUM                    ADJ CUM                    ADJ CUM
    CODE   FREQ PCT PCT      CODE     FREQ PCT PCT      CODE     FREQ PCT PCT

      3.      1   0   0       11.       36   5  21       19.       50   7  80
      4.      1   0   0       12.       41   6  26       20.       54   8  88
      5.      5   1   1       13.       46   6  33       21.       36   5  93
      6.     10   1   2       14.       48   7  40       22.       24   3  96
      7.     15   2   4       15.       69  10  49       23.       15   2  98
      8.     24   3   8       16.       59   8  57       24.       13   2 100
      9.     25   3  11       17.       57   8  65
     10.     31   4  16       18.       56   8  73

VALID CASES      716      MISSING CASES      0
```

```
04-18-78          FILE - SE        - CREATED 04-18-78

LIE

                                             RELATIVE  ADJUSTED    CUM
                                   ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL               CODE    FREQ      (PCT)     (PCT)     (PCT)

                               0.     243      33.9      33.9      33.9

                               1.     262      36.6      36.6      70.5

                               2.     211      29.5      29.5     100.0
                                    -------   -------   -------
                             TOTAL    716     100.0     100.0

VALID CASES     716      MISSING CASES     0
```

```
04-18-78           FILE - PER        - CREATED 04-18-78

V80       CAUTIOUS AND CAREFUL


                                                 RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                              1.       46       4.3       4.6       4.6

SOMETIMES                          2.      211      19.9      21.2      25.8

OFTEN                              3.      328      31.0      33.0      58.8

ALMOST ALWAYS                      4.      410      38.8      41.2     100.0

                                   0.       63       6.0   MISSING     100.0
                                        -------   -------   -------
                               TOTAL      1058     100.0     100.0


MEAN             3.108     STD ERR          0.028        MEDIAN        3.233
MODE             4.000     STD DEV          0.893        VARIANCE      0.798
KURTOSIS        -0.650     SKEWNESS        -0.602        RANGE         3.000
MINIMUM          1.000     MAXIMUM          4.000

VALID CASES        995     MISSING CASES    63


04-18-78           FILE - PER        - CREATED 04-18-78

V81       TIDY AND THOROUGH


                                                 RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                              1.       37       3.5       3.8       3.8

SOMETIMES                          2.      152      14.4      15.4      19.2

OFTEN                              3.      328      31.0      33.3      52.5

ALMOST ALWAYS                      4.      467      44.1      47.5     100.0

                                   0.       74       7.0   MISSING     100.0
                                        -------   -------   -------
                               TOTAL      1058     100.0     100.0


MEAN             3.245     STD ERR          0.027        MEDIAN        3.424
MODE             4.000     STD DEV          0.849        VARIANCE      0.720
KURTOSIS        -0.133     SKEWNESS        -0.860        RANGE         3.000
MINIMUM          1.000     MAXIMUM          4.000

VALID CASES        984     MISSING CASES    74
```

124

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04-18-78          FILE - PER       - CREATED 04-18-78

V82       MORE INTERESTED IN FEELINGS THAN RULES

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE    FREQ     (PCT)     (PCT)     (PCT)

NEVER                               1.      52       4.9       5.2       5.2

SOMETIMES                           2.     241      22.8      24.2      29.4

OFTEN                               3.     320      30.2      32.1      61.5

ALMOST ALWAYS                       4.     384      36.3      38.5     100.0

                                    0.      61       5.8   MISSING     100.0
                                        ------    ------    ------
                                 TOTAL    1058     100.0     100.0


MEAN          3.039     STD ERR        0.029      MEDIAN          3.142
MODE          4.000     STD DEV        0.914      VARIANCE        0.835
KURTOSIS     -0.824     SKEWNESS      -0.489      RANGE           3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES     997     MISSING CASES     61


04-18-78          FILE - PER       - CREATED 04-18-78

V83       HARDWORKING AND SUCCESSFUL

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE    FREQ     (PCT)     (PCT)     (PCT)

NEVER                               1.      18       1.7       1.8       1.8

SOMETIMES                           2.     107      10.1      10.6      12.4

OFTEN                               3.     349      33.0      34.6      47.0

ALMOST ALWAYS                       4.     535      50.6      53.0     100.0

                                    0.      49       4.6   MISSING     100.0
                                        ------    ------    ------
                                 TOTAL    1058     100.0     100.0


MEAN          3.389     STD ERR        0.024      MEDIAN          3.557
MODE          4.000     STD DEV        0.746      VARIANCE        0.557
KURTOSIS      0.418     SKEWNESS      -1.027      RANGE           3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES    1009     MISSING CASES     49
```

```
04-18-78          FILE - PER       - CREATED 04-18-78

V84       HIGH-STRUNG AND RESTLESS

                                                     RELATIVE  ADJUSTED     CUM
                                            ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                       CODE     FREQ    (PCT)     (PCT)     (PCT)

NEVER                                  1.      707     66.8      71.1      71.1

SOMETIMES                              2.      175     16.5      17.6      88.7

OFTEN                                  3.       64      6.0       6.4      95.2

ALMOST ALWAYS                          4.       48      4.5       4.8     100.0

                                       0.       64      6.0   MISSING     100.0
                                            ------   ------    ------
                                    TOTAL     1058    100.0     100.0

MEAN            1.450     STD ERR        0.026      MEDIAN        1.203
MODE            1.000     STD DEV        0.816      VARIANCE      0.667
KURTOSIS        2.565     SKEWNESS       1.853      RANGE         3.000
MINIMUM         1.000     MAXIMUM        4.000

VALID CASES       994     MISSING CASES     64


04-18-78          FILE - PER       - CREATED 04-18-78

V85       OUTSPOKEN AND WANT THEIR OWN WAY

                                                     RELATIVE  ADJUSTED     CUM
                                            ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                       CODE     FREQ    (PCT)     (PCT)     (PCT)

NEVER                                  1.      510     48.2      52.1      52.1

SOMETIMES                              2.      292     27.6      29.8      81.9

OFTEN                                  3.       99      9.4      10.1      92.0

ALMOST ALWAYS                          4.       78      7.4       8.0     100.0

                                       0.       79      7.5   MISSING     100.0
                                            ------   ------    ------
                                    TOTAL     1058    100.0     100.0

MEAN            1.740     STD ERR        0.030      MEDIAN        1.460
MODE            1.000     STD DEV        0.935      VARIANCE      0.874
KURTOSIS        0.279     SKEWNESS       1.127      RANGE         3.000
MINIMUM         1.000     MAXIMUM        4.000

VALID CASES       979     MISSING CASES     79
```

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04-18-78           FILE - PER       - CREATED 04-18-78

V86       CLOSE TO OTHER PEOPLE AND UNSURE

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                              1.      596      56.3      61.3      61.3

SOMETIMES                          2.      194      18.3      20.0      81.3

OFTEN                              3.      104       9.8      10.7      92.0

ALMOST ALWAYS                      4.       78       7.4       8.0     100.0

                                   0.       86       8.1   MISSING     100.0
                                        ------    ------    ------
                                TOTAL     1058     100.0     100.0


MEAN            1.654     STD ERR        0.031       MEDIAN          1.315
MODE            1.000     STD DEV        0.961       VARIANCE        0.923
KURTOSIS        0.417     SKEWNESS       1.282       RANGE           3.000
MINIMUM         1.000     MAXIMUM        4.000

VALID CASES       972     MISSING CASES     86


04-18-78           FILE - PER       - CREATED 04-18-78

V87       ENTERTAINING AND ENTHUSIASTIC

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                              1.       71       6.7       7.2       7.2

SOMETIMES                          2.      275      26.0      27.9      35.1

OFTEN                              3.      251      23.7      25.5      60.6

ALMOST ALWAYS                      4.      388      36.7      39.4     100.0

                                   0.       73       6.9   MISSING     100.0
                                        ------    ------    ------
                                TOTAL     1058     100.0     100.0


MEAN            2.971     STD ERR        0.031       MEDIAN          3.084
MODE            4.000     STD DEV        0.981       VARIANCE        0.962
KURTOSIS       -1.073     SKEWNESS      -0.401       RANGE           3.000
MINIMUM         1.000     MAXIMUM        4.000

VALID CASES       985     MISSING CASES     73
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```
04-18-78          FILE - PER       - CREATED 04-18-78

V88       OLD-FASHIONED AND PRACTICAL

                                                  RELATIVE  ADJUSTED     CUM
                                         ABSOLUTE    FREQ      FREQ     FREQ
CATEGORY LABEL                    CODE     FREQ     (PCT)     (PCT)    (PCT)

NEVER                               1.      333      31.5      34.0     34.0

SOMETIMES                           2.      357      33.7      36.5     70.6

OFTEN                               3.      163      15.4      16.7     87.2

ALMOST ALWAYS                       4.      125      11.8      12.8    100.0

                                    0.       80       7.6   MISSING    100.0
                                         ------    ------    ------
                                 TOTAL     1058     100.0     100.0

MEAN          2.082     STD ERR       0.032     MEDIAN         1.937
MODE          2.000     STD DEV       1.006     VARIANCE       1.013
KURTOSIS     -0.736     SKEWNESS      0.590     RANGE          3.000
MINIMUM       1.000     MAXIMUM       4.000

VALID CASES     978     MISSING CASES    80


04-18-78          FILE - PER       - CREATED 04-18-78

V89       UNSELFISH AND THOUGHTFUL OF OTHERS

                                                  RELATIVE  ADJUSTED     CUM
                                         ABSOLUTE    FREQ      FREQ     FREQ
CATEGORY LABEL                    CODE     FREQ     (PCT)     (PCT)    (PCT)

NEVER                               1.       92       8.7       9.3      9.3

SOMETIMES                           2.      111      10.5      11.2     20.4

OFTEN                               3.      269      25.4      27.1     47.5

ALMOST ALWAYS                       4.      522      49.3      52.5    100.0

                                    0.       64       6.0   MISSING    100.0
                                         ------    ------    ------
                                 TOTAL     1058     100.0     100.0

MEAN          3.228     STD ERR       0.031     MEDIAN         3.548
MODE          4.000     STD DEV       0.978     VARIANCE       0.956
KURTOSIS     -0.007     SKEWNESS     -1.066     RANGE          3.000
MINIMUM       1.000     MAXIMUM       4.000

VALID CASES     994     MISSING CASES    64
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128   851

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04-18-78          FILE - PER       - CREATED 04-18-78

V90       CEMANDING AND SHORT-TEMPERED

                                                  RELATIVE  ADJUSTED     CUM
                                         ABSOLUTE    FREQ      FREQ     FREQ
CATEGORY LABEL                   CODE      FREQ     (PCT)     (PCT)    (PCT)

NEVER                              1.       705      66.6      70.7     70.7

SOMETIMES                          2.       169      16.0      17.0     87.7

OFTEN                              3.        55       5.2       5.5     93.2

ALMOST ALWAYS                      4.        68       6.4       6.8    100.0

                                   0.        61       5.8   MISSING    100.0
                                         ------    ------    ------
                                TOTAL      1058     100.0     100.0


MEAN             1.484    STD ERR         0.028       MEDIAN         1.207
MODE             1.000    STD DEV         0.878       VARIANCE       0.770
KURTOSIS         2.209    SKEWNESS        1.812       RANGE          3.000
MINIMUM          1.000    MAXIMUM         4.000

VALID CASES        997    MISSING CASES      61


04-18-78          FILE - PER       - CREATED 04-18-78

V91       PATIENT AND AGREEABLE

                                                  RELATIVE  ADJUSTED     CUM
                                         ABSOLUTE    FREQ      FREQ     FREQ
CATEGORY LABEL                   CODE      FREQ     (PCT)     (PCT)    (PCT)

NEVER                              1.        15       1.4       1.5      1.5

SOMETIMES                          2.       183      17.3      18.0     19.5

OFTEN                              3.       311      29.4      30.6     50.1

ALMOST ALWAYS                      4.       506      47.8      49.9    100.0

                                   0.        43       4.1   MISSING    100.0
                                         ------    ------    ------
                                TOTAL      1058     100.0     100.0


MEAN             3.289    STD ERR         0.025       MEDIAN         3.495
MODE             4.000    STD DEV         0.809       VARIANCE       0.655
KURTOSIS        -0.588    SKEWNESS       -0.739       RANGE          3.000
MINIMUM          1.000    MAXIMUM         4.000

VALID CASES       1015    MISSING CASES      43
```

129

852

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04-18-78           FILE - PER        - CREATED 04-18-78

V92       CAREFREE AND NOT INVOLVED IN

                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE     FREQ      (PCT)     (PCT)     (PCT)

NEVER                                1.      317      30.0      32.0      32.0

SOMETIMES                            2.      304      28.7      30.6      62.6

OFTEN                                3.      175      16.5      17.6      80.2

ALMOST ALWAYS                        4.      196      18.5      19.8     100.0

                                     0.       66       6.2   MISSING     100.0
                                          ------    ------    ------
                                  TOTAL     1058     100.0     100.0


MEAN          2.252     STD ERR        0.035       MEDIAN         2.089
MODE          1.000     STD DEV        1.106       VARIANCE       1.224
KURTOSIS     -1.203     SKEWNESS      -0.368       RANGE          3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES     992     MISSING CASES     66


04-18-78           FILE - PER        - CREATED 04-18-78

V93       CONFIDENT AND STABLE

                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE     FREQ      (PCT)     (PCT)     (PCT)

NEVER                                1.       27       2.6       2.7       2.7

SOMETIMES                            2.       80       7.6       8.0      10.7

OFTEN                                3.      315      29.8      31.5      42.2

ALMOST ALWAYS                        4.      579      54.7      57.8     100.0

                                     0.       57       5.4   MISSING     100.0
                                          ------    ------    ------
                                  TOTAL     1058     100.0     100.0


MEAN          3.445     STD ERR        0.024       MEDIAN         3.636
MODE          4.000     STD DEV        0.754       VARIANCE       0.569
KURTOSIS      1.276     SKEWNESS      -1.316       RANGE          3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES    1001     MISSING CASES     57
```

130 853

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04-18-78          FILE - PER       - CREATED 04-18-78

V94       QUIET AND PRIVATE ABOUT PERSONAL

                                                RELATIVE  ADJUSTED    CUM
                                      ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE     FREQ      (PCT)     (PCT)     (PCT)

NEVER                            1.       93       8.8       9.3       9.3

SOMETIMES                        2.      334      31.6      33.4      42.7

OFTEN                            3.      246      23.3      24.6      67.4

ALMOST ALWAYS                    4.      326      30.8      32.6     100.0

                                 0.       59       5.6    MISSING    100.0
                                       -------   -------   -------
                              TOTAL     1058     100.0     100.0

MEAN          2.806    STD ERR        0.032     MEDIAN         2.795
MODE          2.000    STD DEV        0.998     VARIANCE       0.996
KURTOSIS     -1.188    SKEWNESS      -0.167     RANGE          3.000
MINIMUM       1.000    MAXIMUM        4.000

VALID CASES     999    MISSING CASES     59


04-18-78          FILE - PER       - CREATED 04-18-78

V95       RELAXED AND CALM

                                                RELATIVE  ADJUSTED    CUM
                                      ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE     FREQ      (PCT)     (PCT)     (PCT)

NEVER                            1.       24       2.3       2.4       2.4

SOMETIMES                        2.       89       8.4       8.8      11.2

OFTEN                            3.      293      27.7      28.9      40.1

ALMOST ALWAYS                    4.      607      57.4      59.9     100.0

                                 0.       45       4.3    MISSING    100.0
                                       -------   -------   -------
                              TOTAL     1058     100.0     100.0

MEAN          3.464    STD ERR        0.024     MEDIAN         3.666
MODE          4.000    STD DEV        0.753     VARIANCE       0.567
KURTOSIS      1.185    SKEWNESS      -1.331     RANGE          3.000
MINIMUM       1.000    MAXIMUM        4.000

VALID CASES    1013    MISSING CASES     45
```

131 854

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04-18-78          FILE - PER       - CREATED 04-18-78

V96       SOFT-SPOKEN AND GENTLE

                                               RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ     (PCT)     (PCT)     (PCT)

NEVER                            1.      20       1.9       2.0       2.0

SOMETIMES                        2.     225      21.3      22.2      24.2

OFTEN                            3.     297      28.1      29.3      53.5

ALMOST ALWAYS                    4.     472      44.6      46.5     100.0

                                 0.      44       4.2    MISSING    100.0
                                      -------   -------   -------
                              TOTAL    1058     100.0     100.0


MEAN          3.204     STD ERR        0.027     MEDIAN         3.382
MODE          4.000     STD DEV        0.852     VARIANCE       0.725
KURTOSIS     -0.867     SKEWNESS      -0.595     RANGE          3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES    1014     MISSING CASES     44


04-18-78          FILE - PER       - CREATED 04-18-78

V97       CURIOUS AND INTERESTED IN SOLVING

                                               RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ     (PCT)     (PCT)     (PCT)

NEVER                            1.      14       1.3       1.4       1.4

SOMETIMES                        2.     126      11.9      12.5      13.8

OFTEN                            3.     301      28.4      29.7      43.6

ALMOST ALWAYS                    4.     571      54.0      56.4     100.0

                                 0.      46       4.3    MISSING    100.0
                                      -------   -------   -------
                              TOTAL    1058     100.0     100.0


MEAN          3.412     STD ERR        0.024     MEDIAN         3.614
MODE          4.000     STD DEV        0.758     VARIANCE       0.575
KURTOSIS      0.158     SKEWNESS      -1.037     RANGE          3.000
MINIMUM       1.000     MAXIMUM        4.000

VALID CASES    1012     MISSING CASES     46
```

132 ✓ 855

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04-18-78          FILE - PER        - CREATED 04-18-78

V98       EASYGOING AND NCT TOO BUSY

                                                   RELATIVE   ADJUSTED     CUM
                                        ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL                  CODE      FREQ      (PCT)      (PCT)      (PCT)

NEVER                             1.        74        7.0        7.4        7.4

SOMETIMES                         2.       282       26.7       28.4       35.8

OFTEN                             3.       328       31.0       33.0       68.8

ALMOST ALWAYS                     4.       310       29.3       31.2      100.0

                                  0.        64        6.0    MISSING      100.0
                                        -------    -------    -------
                               TOTAL      1058      100.0      100.0


MEAN              2.879    STD ERR        0.030      MEDIAN        2.930
MODE              3.000    STD DEV        0.938      VARIANCE      0.88C
KURTOSIS         -0.940    SKEWNESS      -0.301      RANGE         3.000
MINIMUM           1.000    MAXIMUM        4.000

VALID CASES        994     MISSING CASES    64


04-18-78          FILE - PER        - CREATED 04-18-78

V99       DARING AND BOLD

                                                   RELATIVE   ADJUSTED     CUM
                                        ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL                  CODE      FREQ      (PCT)      (PCT)      (PCT)

NEVER                             1.       359       33.9       36.3       36.3

SOMETIMES                         2.       349       33.0       35.3       71.6

OFTEN                             3.       155       14.7       15.7       87.3

ALMOST ALWAYS                     4.       126       11.9       12.7      100.0

                                  0.        69        6.5    MISSING      100.0
                                        -------    -------    -------
                               TOTAL      1058      100.0      100.0


MEAN              2.049    STD ERR        0.032      MEDIAN        1.888
MOCE              1.000    STD DEV        1.014      VARIANCE      1.028
KURTOSIS         -0.708    SKEWNESS       0.638      RANCE         3.000
MINIMUM           1.000    MAXIMUM        4.000

VALID CASES        989     MISSING CASES    69
```

133 856

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04-18-78          FILE - PER       - CREATED 04-18-78

V100      NOT CONCERNED ABOUT SMALL DETAILS

                                                 RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                             1.      445      42.1      45.0      45.0

SOMETIMES                         2.      273      25.8      27.6      72.6

OFTEN                             3.      164      15.5      16.6      89.2

ALMOST ALWAYS                     4.      107      10.1      10.8     100.0

                                  0.       69       6.5   MISSING     100.0
                                        -------   -------   -------
                               TOTAL     1058     100.0     100.0


MEAN           1.932     STD ERR        0.033     MEDIAN          1.681
MODE           1.000     STD DEV        1.022     VARIANCE        1.045
KURTOSIS      -0.673     SKEWNESS       0.745     RANGE           3.000
MINIMUM        1.000     MAXIMUM        4.000

VALID CASES      989     MISSING CASES     69


04-18-78          FILE - PER       - CREATED 04-18-78

V101      WILLING TO TRY NEW IDEAS

                                                 RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                             1.       12       1.1       1.2       1.2

SOMETIMES                         2.      105       9.9      10.4      11.6

OFTEN                             3.      309      29.2      30.5      42.1

ALMOST ALWAYS                     4.      586      55.4      57.9     100.0

                                  0.       46       4.3   MISSING     100.0
                                        -------   -------   -------
                               TOTAL     1058     100.0     100.0


MEAN           3.452     STD ERR        0.023     MEDIAN          3.637
MODE           4.000     STD DEV        0.726     VARIANCE        0.527
KURTOSIS       0.452     SKEWNESS      -1.114     RANGE           3.000
MINIMUM        1.000     MAXIMUM        4.000

VALID CASES     1012     MISSING CASES     46
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04-18-78          FILE - MISCX     - CREATED 04-18-78

V45       DON'T KNOW ABOUT ADULT EDUCATION

                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE     FREQ     (PCT)     (PCT)     (PCT)

NO                                   0.      780      70.9      70.9      70.9

YES                                  1.      320      29.1      29.1     100.0
                                           -------   -------   -------
                                  TOTAL     1100     100.0     100.0

VALID CASES    1100       MISSING CASES      0
```

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04-18-78          FILE - MISCX     - CREATED 04-18-78

V46       ARE AFRAID THEY CAN'T DO THE CLASS

                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE     FREQ     (PCT)     (PCT)     (PCT)

NO                                   0.      597      54.3      54.3      54.3

YES                                  1.      503      45.7      45.7     100.0
                                           -------   -------   -------
                                  TOTAL     1100     100.0     100.0

VALID CASES    1100       MISSING CASES      0
```

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04-18-78            FILE - MISCX    - CREATED 04-18-78

V49        DON'T LIKE WHEN THE CLASSES ARE

                                                  RELATIVE  ADJUSTED    CUM
                                         ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE     FREQ     (PCT)     (PCT)     (PCT)

NO                                  0.      972      88.4      88.4      88.4

YES                                 1.      128      11.6      11.6     100.0
                                          ------    ------    ------
                                  TOTAL    1100     100.0     100.0

VALID CASES    1100       MISSING CASES      0





04-18-78            FILE - MISCX    - CREATED 04-18-78

V5C        CAN'T AFFORD THE COSTS

                                                  RELATIVE  ADJUSTED    CUM
                                         ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE     FREQ     (PCT)     (PCT)     (PCT)

NO                                  0.      824      74.9      74.9      74.9

YES                                 1.      276      25.1      25.1     100.0
                                          ------    ------    ------
                                  TOTAL    1100     100.0     100.0

VALID CASES    1100       MISSING CASES      0
```

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04-18-78          FILE - MISCX     - CREATED 04-18-78

V51       DON'T HAVE TIME

                                                        RELATIVE  ADJUSTED      CUM
                                             ABSOLUTE     FREQ      FREQ        FREQ
CATEGORY LABEL                       CODE      FREQ      (PCT)     (PCT)       (PCT)

NO                                     0.       551       50.1      50.1        50.1

YES                                    1.       549       49.9      49.9       100.0
                                             -------   -------   -------
                                     TOTAL     1100      100.0     100.0

VALID CASES     1100      MISSING CASES      0




04-18-78          FILE - MISCX     - CREATED 04-18-78

V52       CAN'T GET A BABYSITTER

                                                        RELATIVE  ADJUSTED      CUM
                                             ABSOLUTE     FREQ      FREQ        FREQ
CATEGORY LABEL                       CODE      FREQ      (PCT)     (PCT)       (PCT)

NO                                     0.       729       66.3      66.3        66.3

YES                                    1.       371       33.7      33.7       100.0
                                             -------   -------   -------
                                     TOTAL     1100      100.0     100.0

VALID CASES     1100      MISSING CASES      0
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04-18-78          FILE - MISCX    - CREATED 04-18-78

V57      EMBARRASSED THAT THEY CAN'T READ OR WRIT

                                                 RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE     FREQ     (PCT)     (PCT)     (PCT)

NO                                0.      562      51.1      51.1      51.1

YES                               1.      538      48.9      48.9     100.0
                                       -------   -------   -------
                               TOTAL     1100     100.0     100.0

VALID CASES     1100      MISSING CASES       0




04-18-78          FILE - MISCX    - CREATED 04-18-78

V58      OTHER, WRITE IN

                                                 RELATIVE  ADJUSTED     CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE     FREQ     (PCT)     (PCT)     (PCT)

NO                                0.      947      86.1      86.1      86.1

YES                               1.      153      13.9      13.9     100.0
                                       -------   -------   -------
                               TOTAL     1100     100.0     100.0

VALID CASES     1100      MISSING CASES       0
```

```
04-18-78          FILE - MISCX     - CREATED 04-18-78

V59       IMPROVE MY JOB SITUATION

                                               RELATIVE  ADJUSTED    CUM
                                      ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ     (PCT)     (PCT)     (PCT)

NO                                0.     544     49.5      49.5      49.5

YES                               1.     556     50.5      50.5     100.0
                                       ------   ------    ------
                               TOTAL    1100    100.0     100.0

VALID CASES     1100       MISSING CASES      0
```

```
04-18-78          FILE - MISCX     - CREATED 04-18-78

V60       COMPLETE A HIGH SCHOOL DIPLOMA

                                               RELATIVE  ADJUSTED    CUM
                                      ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ     (PCT)     (PCT)     (PCT)

NO                                0.     498     45.3      45.3      45.3

YES                               1.     602     54.7      54.7     100.0
                                       ------   ------    ------
                               TOTAL    1100    100.0     100.0

VALID CASES     1100       MISSING CASES      0
```

```
04-18-78              FILE - MISCX      - CREATED 04-18-78

V61        IMPROVE MY BASIC SKILLS

                                                     RELATIVE   ADJUSTED     CUM
                                          ABSOLUTE    FREQ        FREQ       FREQ
CATEGORY LABEL                    CODE      FREQ      (PCT)       (PCT)      (PCT)

NO                                  0.       289       26.3        26.3       26.3

YES                                 1.       811       73.7        73.7      100.0
                                           -------   -------     -------
                                  TOTAL     1100      100.0       100.0

VALID CASES     1100       MISSING CASES       0
```

```
04-18-78              FILE - MISCX      - CREATED 04-18-78

V62        FEEL BETTER ABOUT MYSELF

                                                     RELATIVE   ADJUSTED     CUM
                                          ABSOLUTE    FREQ        FREQ       FREQ
CATEGORY LABEL                    CODE      FREQ      (PCT)       (PCT)      (PCT)

NO                                  0.       470       42.7        42.7       42.7

YES                                 1.       630       57.3        57.3      100.0
                                           -------   -------     -------
                                  TOTAL     1100      100.0       100.0

VALID CASES     1100       MISSING CASES       0
```

```
04-18-78            FILE - MISCX     - CREATED 04-18-78

V63       GET READY TO GO TO COLLEGE, TRADE

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE      FREQ     (PCT)     (PCT)     (PCT)

NO                                0.       698      63.5      63.5      63.5

YES                               1.       402      36.5      36.5     100.0
                                         -------   -------   ------
                               TOTAL      1100     100.0     100.0

VALID CASES     1100       MISSING CASES      0




04-18-78            FILE - MISCX     - CREATED 04-18-78

V64       LEARN ENGLISH

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE      FREQ     (PCT)     (PCT)     (PCT)

NO                                0.       580      52.7      52.7      52.7

YES                               1.       520      47.3      47.3     100.0
                                         -------   -------   ------
                               TOTAL      1100     100.0     100.0

VALID CASES     1100       MISSING CASES      0
```

```
04-18-78            FILE - MISCX     - CREATED 04-18-78

V47       DON'T THINK IT WILL DO THEM ANY GOOD

                                              RELATIVE   ADJUSTED      CUM
                                   ABSOLUTE     FREQ       FREQ        FREQ
CATEGORY LABEL              CODE     FREQ       (PCT)      (PCT)       (PCT)

NO                            0.      700       63.6       63.6        63.6

YES                           1.      400       36.4       36.4       100.0
                                   -------    -------    -------
                           TOTAL     1100      100.0      100.0

VALID CASES    1100      MISSING CASES      0
```

```
04-18-78            FILE - MISCX     - CREATED 04-18-78

V48       DON'T LIKE WHERE THE CLASSES ARE

                                              RELATIVE   ADJUSTED      CUM
                                   ABSOLUTE     FREQ       FREQ        FREQ
CATEGORY LABEL              CODE     FREQ       (PCT)      (PCT)       (PCT)

NO                            0.      980       89.1       89.1        89.1

YES                           1.      120       10.9       10.9       100.0
                                   -------    -------    -------
                           TOTAL     1100      100.0      100.0

VALID CASES    1100      MISSING CASES      0
```

```
04-18-78          FILE - MISCX    - CREATED 04-18-78

V53      ARE AFRAID OF NEW EXPERIENCES


                                               RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                CODE     FREQ      (PCT)     (PCT)     (PCT)

NO                              0.      808       73.5      73.5      73.5

YES                             1.      292       26.5      26.5     100.0
                                     -------   -------   ------
                             TOTAL     1100      100.0     100.0

VALID CASES    1100      MISSING CASES     0
```

```
04-18-78          FILE - MISCX    - CREATED 04-18-78

V54      DISLIKE SCHOOL


                                               RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                CODE     FREQ      (PCT)     (PCT)     (PCT)

NO                              0.      744       67.6      67.6      67.6

YES                             1.      356       32.4      32.4     100.0
                                     -------   -------   ------
                             TOTAL     1100      100.0     100.0

VALID CASES    1100      MISSING CASES     0
```

```
04-18-78          FILE - MISCX    - CREATED 04-18-78

V55       DON'T LIVE IN ONE PLACE LONG

                                             RELATIVE  ADJUSTED      CUM
                                   ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL               CODE    FREQ     (PCT)     (PCT)      (PCT)

NO                             0.     956      86.9      86.9       86.9

YES                            1.     144      13.1      13.1      100.0
                                   -------   -------   ------
                            TOTAL    1100     100.0     100.0

VALID CASES    1100      MISSING CASES     0
```

```
04-18-78          FILE - MISCX    - CREATED 04-18-78

V56       ARE AFRAID OF BEING ROBBED

                                             RELATIVE  ADJUSTED      CUM
                                   ABSOLUTE    FREQ      FREQ       FREQ
CATEGORY LABEL               CODE    FREQ     (PCT)     (PCT)      (PCT)

NO                             0.     964      87.6      87.6       87.6

YES                            1.     136      12.4      12.4      100.0
                                   -------   -------   ------
                            TOTAL    1100     100.0     100.0

VALID CASES    1100      MISSING CASES     0
```

```
04-18-78          FILE - MISCX     - CREATED 04-18-78

V65        MEET PEOPLE

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE    FREQ     (PCT)     (PCT)     (PCT)

NO                                  0.     664      60.4      60.4      60.4

YES                                 1.     436      39.6      39.6     100.0
                                         ------    ------    ------
                                 TOTAL    1100     100.0     100.0

VALID CASES     1100       MISSING CASES      0
```

```
04-18-78          FILE - MISCX     - CREATED 04-18-78

V66        BECOME BETTER INFORMED

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE    FREQ     (PCT)     (PCT)     (PCT)

NO                                  0.     528      48.0      48.0      48.0

YES                                 1.     572      52.0      52.0     100.0
                                         ------    ------    ------
                                 TOTAL    1100     100.0     100.0

VALID CASES     1100       MISSING CASES      0
```

```
04-18-78          FILE - MISCX    - CREATED 04-18-78

V67       BE BETTER ABLE TO TAKE CARE OF MY

                                               RELATIVE  ADJUSTED     CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ     (PCT)     (PCT)     (PCT)

NO                               0.     605      55.0      55.0      55.0

YES                              1.     495      45.0      45.0     100.0
                                      -------   -------   -------
                              TOTAL    1100     100.0     100.0

VALID CASES    1100      MISSING CASES      0
```

```
04-18-78          FILE - MISCX    - CREATED 04-18-78

V68       OTHER REASONS FOR STARTING

                                               RELATIVE  ADJUSTED     CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ     (PCT)     (PCT)     (PCT)

NO                               0.     991      90.1      90.1      90.1

YES                              1.     109       9.9       9.9     100.0
                                      -------   -------   -------
                              TOTAL    1100     100.0     100.0

VALID CASES    1100      MISSING CASES      0
```

```
04-18-78          FILE - MISCX     - CREATED 04-18-78

V69        I LIKE THE SCHOOL WORK

                                               RELATIVE  ADJUSTED     CUM
                                    ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL               CODE     FREQ      (PCT)     (PCT)     (PCT)

NO                             0.      491       44.6      44.6      44.6

YES                            1.      609       55.4      55.4     100.0
                                    -------    -------   -------
                             TOTAL    1100      100.0     100.0

VALID CASES     1100      MISSING CASES     0
```

```
04-18-78          FILE - MISCX     - CREATED 04-18-78

V70        I LIKE THE CLASSROOMS AND LEARNING

                                               RELATIVE  ADJUSTED     CUM
                                    ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL               CODE     FREQ      (PCT)     (PCT)     (PCT)

NO                             0.      549       49.9      49.9      49.9

YES                            1.      551       50.1      50.1     100.0
                                    -------    -------   -------
                             TOTAL    1100      100.0     100.0

VALID CASES     1100      MISSING CASES     0
```

```
04-18-78          FILE - MISCX    - CREATED 04-18-78

V73       I GET MONEY FOR COMING

                                              RELATIVE  ADJUSTED     CUM
                                    ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL               CODE     FREQ     (PCT)     (PCT)     (PCT)

NO                             0.     1002      91.1      91.1      91.1

YES                            1.       98       8.9       8.9     100.0
                                    ------    ------    ------
                             TOTAL    1100     100.0     100.0

VALID CASES    1100      MISSING CASES     0
```

```
04-18-78          FILE - MISCX    - CREATED 04-18-78

V74       I LIKE THE WAY THE SCHOOL IS RUN

                                              RELATIVE  ADJUSTED     CUM
                                    ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL               CODE     FREQ     (PCT)     (PCT)     (PCT)

NO                             0.      584      53.1      53.1      53.1

YES                            1.      516      46.9      46.9     100.0
                                    ------    ------    ------
                             TOTAL    1100     100.0     100.0

VALID CASES    1100      MISSING CASES     0
```

```
04-18-78          FILE - MISCX    - CREATED 04-18-78

V75       I LIKE THE OTHER ADULT LEARNERS

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

NO                                 0.      644      58.5      58.5      58.5

YES                                1.      456      41.5      41.5     100.0
                                         -------   ------    ------
                                 TOTAL    1100     100.0     100.0

VALID CASES    1100       MISSING CASES      0
```

```
04-18-78          FILE - MISCX    - CREATED 04-18-78

V76       I DON'T HAVE TOO MANY PRCBLEMS

                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

NO                                 0.      850      77.3      77.3      77.3

YES                                1.      250      22.7      22.7     100.0
                                         -------   ------    ------
                                 TOTAL    1100     100.0     100.0

VALID CASES    1100       MISSING CASES      0
```

```
04-18-78          FILE - MISCX    - CREATED 04-18-78

V77       I THINK I'M ACCOMPLISHING THINGS

                                                  RELATIVE  ADJUSTED    CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

NO                                 0.      282      25.6      25.6      25.6

YES                                1.      818      74.4      74.4     100.0
                                        -------   -------   -------
                                TOTAL     1100     100.0     100.0

VALID CASES    1100      MISSING CASES     0
```

```
04-18-78          FILE - MISCX    - CREATED 04-18-78

V78       I GET PRAISED BY MY FRIENDS

                                                  RELATIVE  ADJUSTED    CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

NO                                 0.      664      60.4      60.4      60.4

YES                                1.      435      39.5      39.5      99.9

                                   2.        1       0.1       0.1     100.0
                                        -------   -------   -------
                                TOTAL     1100     100.0     100.0

VALID CASES    1100      MISSING CASES     0
```

```
04-18-78            FILE - MISCX     - CREATED 04-18-78

V79      OTHER REASONS FOR STAYING

                                          RELATIVE  ADJUSTED    CUM
                                ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL           CODE     FREQ      (PCT)     (PCT)     (PCT)

NO                        0.       993      90.3      90.3      90.3

YES                       1.       106       9.6       9.6      99.9

                          3.         1       0.1       0.1     100.0
                                 -----     -----     -----
                         TOTAL    1100     100.0     100.0

VALID CASES    1100       MISSING CASES      0
```

875 152

```
04-18-78           FILE - MISCY    - CREATED 04-18-78

V72       ANSWER YOUR QUESTIONS


                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE      FREQ     (PCT)     (PCT)     (PCT)

NEVER                               1.       358      32.2      41.3      41.3

SOMETIMES                           2.        98       8.8      11.3      52.7

OFTEN                               3.       159      14.3      18.4      71.0

ALMOST ALWAYS                       4.       251      22.6      29.0     100.0

                                    0.       245      22.1   MISSING     100.0
                                          ------    ------    ------
                                 TOTAL      1111     100.0     100.0


MEAN             2.350     STD ERR          0.043     MEDIAN            2.265
MODE             1.000     STD DEV          1.279     VARIANCE          1.636
KURTOSIS        -1.671     SKEWNESS         0.159     RANGE             3.000
MINIMUM          1.000     MAXIMUM          4.000

VALID CASES        866     MISSING CASES    245


04-18-78           FILE - MISCY    - CREATED 04-18-78

V73       ASK YOU QUESTIONS


                                                    RELATIVE  ADJUSTED     CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE      FREQ     (PCT)     (PCT)     (PCT)

NEVER                               1.        70       6.3      12.3      12.3

SOMETIMES                           2.       147      13.2      25.7      38.0

OFTEN                               3.       196      17.6      34.3      72.3

ALMOST ALWAYS                       4.       158      14.2      27.7     100.0

                                    0.       540      48.6   MISSING     100.0
                                          ------    ------    ------
                                 TOTAL      1111     100.0     100.0


MEAN             2.774     STD ERR          0.041     MEDIAN            2.849
MODE             3.000     STD DEV          0.988     VARIANCE          0.975
KURTOSIS        -0.958     SKEWNESS        -0.303     RANGE             3.000
MINIMUM          1.000     MAXIMUM          4.000

VALID CASES        571     MISSING CASES    540
```

153

876

```
04-18-78          FILE - MISCY    - CREATED 04-18-78

V74       CORRECT YOUR PAPERS AND KEEP

                                                   RELATIVE  ADJUSTED     CUM
                                         ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                               1.      276      24.8      37.4      37.4

SOMETIMES                           2.      124      11.2      16.8      54.3

OFTEN                               3.      137      12.3      18.6      72.9

ALMOST ALWAYS                       4.      200      18.0      27.1     100.0

                                    0.      374      33.7   MISSING     100.0
                                         -------   -------   -------
                                 TOTAL     1111     100.0     100.0


MEAN            2.354     STD ERR          0.045       MEDIAN          2.246
MODE            1.000     STD DEV          1.234       VARIANCE        1.523
KURTOSIS       -1.581     SKEWNESS         0.172       RANGE           3.000
MINIMUM         1.000     MAXIMUM          4.000

VALID CASES       737     MISSING CASES    374



04-18-78          FILE - MISCY    - CREATED 04-18-78

V75       USE RADIO, TV AND MOVIES IN CLASS

                                                   RELATIVE  ADJUSTED     CUM
                                         ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                               1.      444      40.0      58.8      58.8

SOMETIMES                           2.      180      16.2      23.8      82.6

OFTEN                               3.       83       7.5      11.0      93.6

ALMOST ALWAYS                       4.       48       4.3       6.4     100.0

                                    0.      356      32.0   MISSING     100.0
                                         -------   -------   -------
                                 TOTAL     1111     100.0     100.0


MEAN            1.649     STD ERR          0.033       MEDIAN          1.350
MODE            1.000     STD DEV          0.911       VARIANCE        0.830
KURTOSIS        0.526     SKEWNESS         1.257       RANGE           3.000
MINIMUM         1.000     MAXIMUM          4.000

VALID CASES       755     MISSING CASES    356
```

154 877

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04-18-78          FILE - MISCY     - CREATED 04-18-78

V76       LSE MACHINES IN TEACHING

                                               RELATIVE  ADJUSTED     CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ     (PCT)     (PCT)     (PCT)

NEVER                            1.     310      27.9      48.1      48.1

SOMETIMES                        2.     136      12.2      21.1      69.1

OFTEN                            3.     125      11.3      19.4      88.5

ALMOST ALWAYS                    4.      74       6.7      11.5     100.0

                                 0.     466      41.9   MISSING     100.0
                                      -------   -------   -------
                              TOTAL    1111     100.0     100.0

MEAN           1.943     STD ERR        0.042      MEDIAN         1.592
MODE           1.000     STD DEV        1.064      VARIANCE       1.132
KURTOSIS      -0.901     SKEWNESS       0.689      RANGE          3.000
MINIMUM        1.000     MAXIMUM        4.000

VALID CASES      645     MISSING CASES    466
```

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04-18-78          FILE - MISCY     - CREATED 04-18-78

V77       WORK WITH SMALL GROUPS OF ADULT

                                               RELATIVE  ADJUSTED     CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE    FREQ     (PCT)     (PCT)     (PCT)

NEVER                            1.     446      40.1      48.9      48.9

SOMETIMES                        2.     134      12.1      14.7      63.6

OFTEN                            3.     156      14.0      17.1      80.7

ALMOST ALWAYS                    4.     176      15.8      19.3     100.0

                                 0.     199      17.9   MISSING     100.0
                                      -------   -------   -------
                              TOTAL    1111     100.0     100.0

MEAN           2.068     STD ERR        0.040      MEDIAN         1.575
MODE           1.000     STD DEV        1.195      VARIANCE       1.429
KURTOSIS      -1.305     SKEWNESS       0.549      RANGE          3.000
MINIMUM        1.000     MAXIMUM        4.000

VALID CASES      912     MISSING CASES    199
```

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04-18-78           FILE - MISCY    - CREATED 04-18-78

V80       LET YOU CHOOSE WHAT YOU WANT


                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE    FREQ     (PCT)     (PCT)     (PCT)

NEVER                               1.      46       4.1       4.5       4.5

SOMETIMES                           2.     237      21.3      23.2      27.7

OFTEN                               3.     299      26.9      29.3      57.0

ALMOST ALWAYS                       4.     439      39.5      43.0     100.0

                                    0.      90       8.1   MISSING     100.0
                                        ------    ------    ------
                                 TOTAL    1111     100.0     100.0


MEAN           3.108      STD ERR         0.029       MEDIAN         3.261
MODE           4.000      STD DEV         0.912       VARIANCE       0.832
KURTOSIS      -0.808      SKEWNESS       -0.572       RANGE          3.000
MINIMUM        1.000      MAXIMUM         4.000

VALID CASES     1021      MISSING CASES     90


04-18-78           FILE - MISCY    - CREATED 04-18-78

V81       LEARN HOW DIFFERENT YOU ARE FROM


                                                  RELATIVE  ADJUSTED     CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE    FREQ     (PCT)     (PCT)     (PCT)

NEVER                               1.     105       9.5      10.7      10.7

SOMETIMES                           2.     287      25.8      29.2      39.8

OFTEN                               3.     330      29.7      33.5      73.4

ALMOST ALWAYS                       4.     262      23.6      26.6     100.0

                                    0.     127      11.4   MISSING     100.0
                                        ------    ------    ------
                                 TOTAL    1111     100.0     100.0


MEAN           2.761      STD ERR         0.031       MEDIAN         2.803
MODE           3.000      STD DEV         0.964       VARIANCE       0.929
KURTOSIS      -0.962      SKEWNESS       -0.225       RANGE          3.000
MINIMUM        1.000      MAXIMUM         4.000

VALID CASES      984      MISSING CASES    127
```

157 880

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04-18-78            FILE - MISCX     - CREATED 04-18-78

V71        I'M LEARNING SCMETHING USEFUL

                                                  RELATIVE  ADJUSTED    CUM
                                         ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE     FREQ    (PCT)     (PCT)     (PCT)

NO                                  0.      225     20.5      20.5      20.5

YES                                 1.      875     79.5      79.5     100.0
                                          -------  -------   -----
                                 TOTAL     1100    100.0     100.0

VALID CASES     1100       MISSING CASES      0
```

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04-18-78            FILE - MISCX     - CREATED 04-18-78

V72        I THINK THE TEACHERS ARE GOOD

                                                  RELATIVE  ADJUSTED    CUM
                                         ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE     FREQ    (PCT)     (PCT)     (PCT)

NO                                  0.      367     33.4      33.4      33.4

YES                                 1.      733     66.6      66.6     100.0
                                          -------  -------   -----
                                 TOTAL     1100    100.0     100.0

VALID CASES     1100       MISSING CASES      0
```

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04-18-78          FILE - MISCY    - CREATED 04-18-78

V78       HELP YOU PRACTICE SKILLS

                                                RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                            1.      232      20.9      32.0      32.0

SOMETIMES                        2.       97       8.7      13.4      45.4

OFTEN                            3.      182      16.4      25.1      70.5

ALMOST ALWAYS                    4.      214      19.3      29.5     100.0

                                 0.      386      34.7    MISSING    100.0
                                       -------   -------   -------
                              TOTAL     1111     100.0     100.0


MEAN            2.521      STD ERR        0.045      MEDIAN         2.684
MODE            1.000      STD DEV        1.217      VARIANCE       1.482
KURTOSIS       -1.565      SKEWNESS      -0.091      RANGE          3.000
MINIMUM         1.000      MAXIMUM        4.000

VALID CASES       725      MISSING CASES   386
```

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04-18-78          FILE - MISCY    - CREATED 04-18-78

V79       PRAISE YOU FOR WHAT YOU DO IN CLASS

                                                RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                 CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                            1.       71       6.4      13.0      13.0

SOMETIMES                        2.      165      14.9      30.3      43.3

OFTEN                            3.      148      13.3      27.2      70.5

ALMOST ALWAYS                    4.      161      14.5      29.5     100.0

                                 0.      566      50.9    MISSING    100.0
                                       -------   -------   -------
                              TOTAL     1111     100.0     100.0


MEAN            2.732      STD ERR        0.044      MEDIAN         2.747
MODE            2.000      STD DEV        1.024      VARIANCE       1.049
KURTOSIS       -1.155      SKEWNESS      -0.176      RANGE          3.000
MINIMUM         1.000      MAXIMUM        4.000

VALID CASES       545      MISSING CASES   566
```

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04-18-78            FILE - MISCY     - CREATED 04-18-78

V82       HELP YOU PLAN YOUR EDUCATION

                                                 RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                             1.       85       7.7       8.5       8.5

SOMETIMES                         2.      227      20.4      22.6      31.1

OFTEN                             3.      286      25.7      28.5      59.6

ALMOST ALWAYS                     4.      405      36.5      40.4     100.0

                                  0.      108       9.7   MISSING     100.0
                                       -------   -------   -------
                               TOTAL     1111     100.0     100.0


MEAN           3.008    STD ERR        0.031     MEDIAN         3.163
MODE           4.000    STD DEV        0.985     VARIANCE       0.970
KURTOSIS      -0.866    SKEWNESS      -0.550     RANGE          3.000
MINIMUM        1.000    MAXIMUM        4.000

VALID CASES     1003    MISSING CASES   108


04-18-78            FILE - MISCY     - CREATED 04-18-78

V83       TELL YOU ABOUT JOB TRAINING

                                                 RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                             1.      232      20.9      23.0      23.0

SOMETIMES                         2.      353      31.8      35.0      58.0

OFTEN                             3.      223      20.1      22.1      80.2

ALMOST ALWAYS                     4.      200      18.0      19.8     100.0

                                  0.      103       9.3   MISSING     100.0
                                       -------   -------   -------
                               TOTAL     1111     100.0     100.0


MEAN           2.388    STD ERR        0.033     MEDIAN         2.271
MODE           2.000    STD DEV        1.047     VARIANCE       1.096
KURTOSIS      -1.136    SKEWNESS       0.215     RANGE          3.000
MINIMUM        1.000    MAXIMUM        4.000

VALID CASES     1008    MISSING CASES   103
```

158 891

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04-18-78          FILE - MISCY    - CREATED 04-18-78

V84      HELP YCU WITH FAMILY PROBLEMS

                                                RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ     (PCT)     (PCT)     (PCT)

NEVER                             1.     352      31.7      35.4      35.4

SOMETIMES                         2.     351      31.6      35.3      70.8

OFTEN                             3.     150      13.5      15.1      85.9

ALMOST ALWAYS                     4.     140      12.6      14.1     100.0

                                  0.     118      10.6   MISSING     100.0
                                       -------   -------   ------
                               TOTAL    1111     100.0     100.0


MEAN          2.079      STD ERR         0.033       MEDIAN          1.912
MODE          1.000      STD DEV         1.032       VARIANCE        1.064
KURTOSIS     -0.778      SKEWNESS        0.615       RANGE           3.000
MINIMUM       1.000      MAXIMUM         4.000

VALID CASES     993      MISSING CASES   118
```

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04-18-78          FILE - MISCY    - CREATED 04-18-78

V85      TELL HCW TO GET HELP IF NEED MONEY

                                                RELATIVE  ADJUSTED     CUM
                                      ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                  CODE    FREQ     (PCT)     (PCT)     (PCT)

NEVER                             1.     208      18.7      20.9      20.9

SOMETIMES                         2.     274      24.7      27.6      48.5

OFTEN                             3.     244      22.0      24.6      73.1

ALMOST ALWAYS                     4.     267      24.0      26.9     100.0

                                  0.     118      10.6   MISSING     100.0
                                       -------   -------   ------
                               TOTAL    1111     100.0     100.0


MEAN          2.574      STD ERR         0.035       MEDIAN          2.559
MODE          2.000      STD DEV         1.097       VARIANCE        1.202
KURTOSIS     -1.313      SKEWNESS       -0.054       RANGE           3.000
MINIMUM       1.000      MAXIMUM         4.000

VALID CASES     993      MISSING CASES   118
```

159

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04-18-78          FILE - MISCY    - CREATED 04-18-78

V86       YOU KNCW WHAT YOU WANT OUT OF THIS

                                               RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                          1.        31      2.8       3.1       3.1

SOMETIMES                      2.       213     19.2      21.4      24.5

OFTEN                          3.       323     29.1      32.5      57.0

ALMOST ALWAYS                  4.       427     38.4      43.0     100.0

                               0.       117     10.5    MISSING    100.0
                                      -------   ------    ------
                             TOTAL     1111    100.0     100.0

MEAN           3.153     STD ERR        0.027      MEDIAN         3.283
MOCE           4.000     STD DEV        0.864      VARIANCE       0.746
KURTOSIS      -0.711     SKEWNESS      -0.591      RANGE          3.000
MINIMUM        1.000     MAXIMUM        4.000

VALID CASES      994     MISSING CASES    117


04-18-78          FILE - MISCY    - CREATEC 04-18-78

V87       ADULT EDUCATION WILL HELP YOU

                                               RELATIVE  ADJUSTED    CUM
                                     ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                          1.        65      5.9       6.5       6.5

SOMETIMES                      2.       294     26.5      29.3      35.8

OFTEN                          3.       270     24.3      26.9      62.8

ALMOST ALWAYS                  4.       373     33.6      37.2     100.0

                               0.       109      9.8    MISSING    100.0
                                      -------   ------    ------
                             TOTAL     1111    100.0     100.0

MEAN           2.949     STD ERR        0.030      MEDIAN         3.026
MODE           4.000     STD DEV        0.961      VARIANCE       0.923
KURTOSIS      -1.086     SKEWNESS      -0.338      RANGE          3.000
MINIMUM        1.000     MAXIMUM        4.000

VALID CASES     1002     MISSING CASES    109
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04-18-78          FILE - MISCY     - CREATED 04-18-78

V88       USE WHAT YOU LEARN IN ABE IN LIFE

                                                    RELATIVE  ADJUSTED    CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE     FREQ      (PCT)     (PCT)     (PCT)

NEVER                                1.       83       7.5       8.4       8.4

SOMETIMES                            2.      282      25.4      28.4      36.7

OFTEN                                3.      272      24.5      27.4      64.1

ALMOST ALWAYS                        4.      357      32.1      35.9     100.0

                                     0.      117      10.5    MISSING    100.0
                                          -------   -------    -----
                                 TOTAL      1111     100.0     100.0


MEAN            2.908     STD ERR        0.031      MEDIAN         2.985
MODE            4.000     STD DEV        0.985      VARIANCE       0.969
KURTOSIS       -1.069     SKEWNESS      -0.342      RANGE          3.000
MINIMUM         1.000     MAXIMUM        4.000

VALID CASES       994     MISSING CASES    117


04-18-78          FILE - MISCY     - CREATED 04-18-78

V89       THIS ADULT EDUCATION CLASS IS HARD

                                                    RELATIVE  ADJUSTED    CUM
                                          ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE     FREQ      (PCT)     (PCT)     (PCT)

NEVER                                1.      239      21.5      24.8      24.8

SOMETIMES                            2.      352      31.7      36.5      61.3

OFTEN                                3.      201      18.1      20.9      82.2

ALMOST ALWAYS                        4.      172      15.5      17.8     100.0

                                     0.      147      13.2    MISSING    100.0
                                          -------   -------    -----
                                 TOTAL      1111     100.0     100.0


MEAN            2.317     STD ERR        0.033      MEDIAN         2.190
MODE            2.000     STD DEV        1.035      VARIANCE       1.070
KURTOSIS       -1.053     SKEWNESS       0.306      RANGE          3.000
MINIMUM         1.000     MAXIMUM        4.000

VALID CASES       964     MISSING CASES    147
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04-18-78            FILE - MISCY    - CREATED 04-18-78

V9C       YOU ARE GETTING WHAT YOU WANT OUT

                                                 RELATIVE  ADJUSTED      CUM
                                        ABSOLUTE   FREQ      FREQ       FREQ
CATEGORY LABEL                    CODE    FREQ    (PCT)     (PCT)      (PCT)

NEVER                               1.      77      6.9       7.9        7.9

SOMETIMES                           2.     255     23.0      26.3       34.2

OFTEN                               3.     276     24.8      28.5       62.7

ALMOST ALWAYS                       4.     362     32.6      37.3      100.0

                                    0.     141     12.7    MISSING     100.0
                                        ------   ------    ------
                                 TOTAL    1111    100.0     100.0


MEAN          2.952     STD ERR       0.031        MEDIAN         3.054
MODE          4.000     STD DEV       0.976        VARIANCE       0.952
KURTOSIS     -0.990     SKEWNESS     -0.417        RANGE          3.000
MINIMUM       1.000     MAXIMUM       4.000

VALID CASES     970     MISSING CASES   141
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04-18-78            FILE - MISCY    - CREATED 04-18-78

V91       IMPORTANT TO LEARN ALL OF LIFE

                                                 RELATIVE  ADJUSTED      CUM
                                        ABSOLUTE   FREQ      FREQ       FREQ
CATEGORY LABEL                    CODE    FREQ    (PCT)     (PCT)      (PCT)

NEVER                               1.      47      4.2       4.8        4.8

SOMETIMES                           2.     176     15.8      17.8       22.6

OFTEN                               3.     234     21.1      23.7       46.3

ALMOST ALWAYS                       4.     530     47.7      53.7      100.0

                                    0.     124     11.2    MISSING     100.0
                                        ------   ------    ------
                                 TOTAL    1111    100.0     100.0


MEAN          3.263     STD ERR       0.029        MEDIAN         3.569
MODE          4.000     STD DEV       0.915        VARIANCE       0.837
KURTOSIS     -0.332     SKEWNESS     -0.919        RANGE          3.000
MINIMUM       1.000     MAXIMUM       4.000

VALID CASES     987     MISSING CASES   124
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04-18-78          FILE - MISCY    - CREATED 04-18-78

V92       YOU WILL DO WELL IN ABE

                                                 RELATIVE  ADJUSTED    CUM
                                        ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                              1.      215     19.4      22.3      22.3

SOMETIMES                          2.      268     24.1      27.8      50.2

OFTEN                              3.      232     20.9      24.1      74.2

ALMOST ALWAYS                      4.      248     22.3      25.8     100.0

                                   0.      148     13.3     MISSING   100.0
                                        -------   -------   -------
                                TOTAL     1111    100.0     100.0


MEAN             2.533      STD ERR       0.035      MEDIAN          2.494
MODE             2.000      STD DEV       1.101      VARIANCE        1.212
KURTOSIS        -1.322      SKEWNESS     -0.006      RANGE           3.000
MINIMUM          1.000      MAXIMUM       4.000

VALID CASES       963       MISSING CASES   148


04-18-78          FILE - MISCY    - CREATED 04-18-78

V93       ADULT EDUCATION TEACHERS ARE HAPPY

                                                 RELATIVE  ADJUSTED    CUM
                                        ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

NEVER                              1.      133     12.0      13.6      13.6

SOMETIMES                          2.      253     22.8      25.9      39.5

OFTEN                              3.      213     19.2      21.8      61.3

ALMOST ALWAYS                      4.      378     34.0      38.7     100.0

                                   0.      134     12.1     MISSING   100.0
                                        -------   -------   -------
                                TOTAL     1111    100.0     100.0


MEAN             2.856      STD ERR       0.035      MEDIAN          2.981
MODE             4.000      STD DEV       1.082      VARIANCE        1.171
KURTOSIS        -1.233      SKEWNESS     -0.358      RANGE           3.000
MINIMUM          1.000      MAXIMUM       4.000

VALID CASES       977       MISSING CASES   134
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04-18-78          FILE - MISCY     - CREATED 04-18-78

V94       ABE TEAHERS LIKE ABE LEARNERS

                                                 RELATIVE   ADJUSTED     CUM
                                      ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL                 CODE     FREQ       (PCT)      (PCT)      (PCT)

NEVER                            1.       37         3.3        3.8        3.8

SOMETIMES                        2.      146        13.1       14.8       18.6

OFTEN                            3.      300        27.0       30.5       49.0

ALMOST ALWAYS                    4.      502        45.2       51.0      100.0

                                 0.      126        11.3     MISSING     100.0
                                      -------    -------    -------
                              TOTAL     1111       100.0      100.0


MEAN            3.286      STD ERR        0.027      MEDIAN         3.519
MODE            4.000      STD DEV        0.853      VARIANCE       0.727
KURTOSIS       -0.023      SKEWNESS      -0.949      RANGE          3.000
MINIMUM         1.000      MAXIMUM        4.000

VALID CASES       985      MISSING CASES    126


04-18-78          FILE - MISCY     - CREATED 04-18-78

V95       ABE TEACHERS EXPECT YOU TO DO WELL

                                                 RELATIVE   ADJUSTED     CUM
                                      ABSOLUTE     FREQ       FREQ       FREQ
CATEGORY LABEL                 CODE     FREQ       (PCT)      (PCT)      (PCT)

NEVER                            1.       30         2.7        3.0        3.0

SOMETIMES                        2.      163        14.7       16.4       19.4

OFTEN                            3.      268        24.1       27.0       46.4

ALMOST ALWAYS                    4.      533        48.0       53.6      100.0

                                 0.      117        10.5     MISSING     100.0
                                      -------    -------    -------
                              TOTAL     1111       100.0      100.0


MEAN            3.312      STD ERR        0.027      MEDIAN         3.568
MODE            4.000      STD DEV        0.851      VARIANCE       0.724
KURTOSIS       -0.187      SKEWNESS      -0.938      RANGE          3.000
MINIMUM         1.000      MAXIMUM        4.000

VALID CASES       994      MISSING CASES    117
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APPENDIX G

DETAIL OF FACTOR ANALYSES

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COCPERSMITH SE TEST                                                                04-21-78

FILE    SE        (CREATION DATE = 04-21-78)   (CCCOPERSMITH SE TEST)

FACTOR SCORE COEFFICIENTS


             FACTOR   1   FACTOR   2   FACTOR   3   FACTOR   4   FACTOR   5   FACTOR   6   FACTOR   7

V45          -0.00545     0.10723     -0.02768      0.06487     -0.10441      0.07434     -0.00021
V46          -0.02851     0.00621     -0.02942      0.00768     -0.00551     -0.01780      0.52156
V47          -0.03070     0.12317     -0.06698      0.02151     -0.02420     -0.02152      0.02144
V48          -0.02207     0.03608      0.15465     -0.06107     -0.02040     -0.06119      0.05724
V49           0.08478    -0.03038      0.26402     -0.00586     -0.01813      0.03430      0.02265
V50           0.13104    -0.05854     -0.00713      0.11573      0.04850     -0.00972      0.00421
V51           0.01230    -0.01661     -0.01400     -0.03125      0.25706      0.05844      0.02003
V52          -0.02208     0.01964      0.25594      0.00825      0.03537      0.05760      0.00091
V53           0.11602    -0.06724      0.00443      0.04191      0.10092     -0.01173      0.01467
V54          -0.16559     0.00801      0.09231      0.04050      0.04500      0.04143      0.06455
V55           0.01322    -0.00139      0.05036     -0.01813      0.01905      0.15118      0.01304
V56           0.01684     0.19987      0.08424     -0.00313     -0.09969      0.05464      0.00648
V57           0.07712     0.33639     -0.09239     -0.16782      0.16886     -0.10362     -0.16466
V58          -0.04080     0.09732      0.14785      0.06135     -0.08239     -0.05570     -0.12134
V59          -0.05436     0.25372     -0.00696     -0.12813      0.07297      0.04110      0.03807
V60           0.25872    -0.04684      0.11237      0.04199      0.11552      0.02932      0.00056
V61           0.07182     0.09167      0.13594      0.13821      0.01062     -0.08030      0.12485
V62          -0.03798    -0.06117     -0.00594      0.00118     -0.00947      0.42176     -0.06943
V63          -0.00319    -0.01552      0.12483      0.05566      0.07417     -0.08081     -0.10021
V64          -0.38260     0.03568      0.03304      0.05343      0.17433     -0.02229      0.04759
V65          -0.05203     0.05757     -0.04090     -0.02974     -0.01563      0.23620      0.04397
V66           0.15092     0.01383      0.04614     -0.06834     -0.02299     -0.00409      0.07719
V67          -0.08413     0.18232      0.07832      0.45497     -0.00265     -0.01021     -0.05313
V68           0.00293     0.10675      0.18099     -0.28897      0.01246      0.02156      0.01708
V69          -0.05224    -0.03905      0.01647      0.01269      0.36190     -0.01524     -0.01697
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COCPERSMITH SE TEST                                                                 04-21-78

FILE    SE        (CREATION DATE = 04-21-78)   (CCCPERSMITH SE TEST)

                      HORIZONTAL FACTOR  1     VERTICAL FACTOR  2

                                             *                                          1 = V45           2 = V46
                                             *                                          3 = V47           4 = V48
                                             *                                          5 = V49           6 = V50
                                             *                                          7 = V51           8 = V52
                                             *                                          9 = V53          10 = V54
                                             *                                         11 = V55          12 = V56
                                             *                                         13 = V57          14 = V58
                                             *                                         15 = V59          16 = V60
                                             *                                         17 = V61          18 = V62
                                             *         13                              19 = V63          20 = V64
                                             * 15                                      21 = V65          22 = V66
                                             *   2312                                  23 = V67          24 = V68
                                             *                                         25 = V69
                                             *  3 1    17
                                             *
                                             *21
                                             *    7              16
                                             * 11          22
                                           25*18
                                      24     *            9
     * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                                       8     *
                            10       4       *
                  20                    19   *  5
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COCPERSMITH SE TEST                                                              04-21-78

FILE    SE      (CREATICN DATE = 04-21-78)   (COOPERSMITH SE TEST)

                    HORIZONTAL FACTOR  1     VERTICAL FACTOR  4
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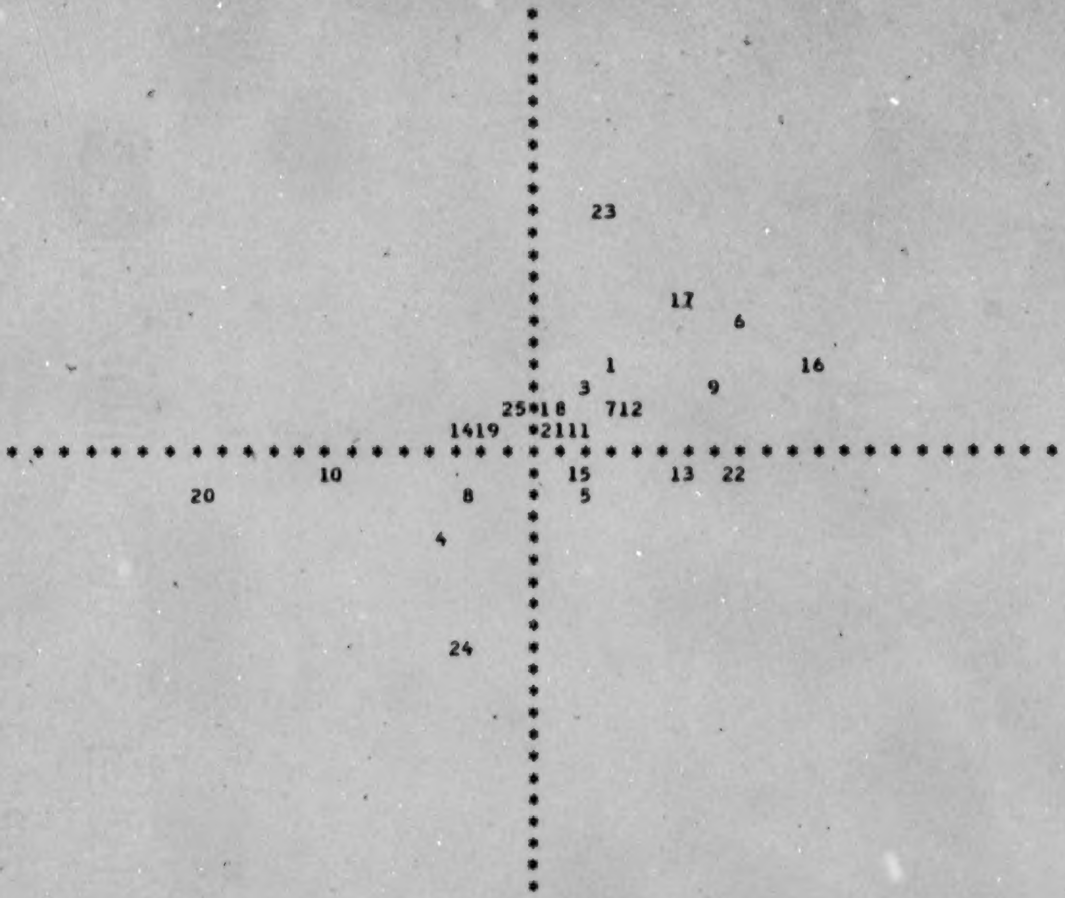

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 1 = V45      2 = V46
 3 = V47      4 = V48
 5 = V49      6 = V50
 7 = V51      8 = V52
 9 = V53     10 = V54
11 = V55     12 = V56
13 = V57     14 = V58
15 = V59     16 = V60
17 = V61     18 = V62
19 = V63     20 = V64
21 = V65     22 = V66
23 = V67     24 = V68
25 = V69
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169 892

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COCPERSMITH SE TEST                                                                 04-21-78

FILE   SE       (CREATION DATE = 04-21-78)   (COOPERSMITH SE TEST)

                      HORIZONTAL FACTOR  3     VERTICAL FACTOR  6
                                             *                                             1 = V45          2 = V46
                                             *                                             3 = V47          4 = V48
                                             *                                             5 = V49          6 = V50
                                             *                                             7 = V51          8 = V52
                                             *                                             9 = V53         10 = V54
                                             *                                            11 = V55         12 = V56
                                             *                                            13 = V57         14 = V58
                                             *                                            15 = V59         16 = V60
                                             *                                            17 = V61         18 = V62
                                       18    *                                            19 = V63         20 = V64
                                             *                                            21 = V65         22 = V66
                                     21      *                                            23 = V67         24 = V68
                                             *                                            25 = V69
                                             *
                                             *11
                                             *
                                       15    *12
                                        2  23*16
                                     13   6  *22
                                          925*
     * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                                             *    1710         8
                                             *  20        24   5
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APPENDIX H

SELECTED QUALITATIVE INTERVIEW REPORTS

APPENDIX I: SELECTED REPORTS ON QUALITATIVE INTERVIEWS

Interviewer's Report: 1

On April 4, 1978 I visited the Livonia ABE program for the purpose of interviewing five students currently enrolled in ABE I. Livonia's program is housed in the Cleveland Elementary School and the hours of my visit were from 6 till 10 p.m.

Once oriented to the purpose of my visit, the administrator in charge was cooperative in allowing me to interview the students. He did explain, however, that the program at Livonia was unique because the students are not grouped according to Basic Education I and II. Since the classes are heterogenous, the administrator identified the students that could be interviewed and escorted them to a lounge area. I observed a reading class in which the students were working in small groups or individually.

Most of the students I interviewed were recent dropouts from the day school program. The students reacted favorably to the program in Livonia. They especially enjoyed the freedom and flexibility of classes. One student, however, commented that he was only putting in time and not learning anything.

My impression of the Livonia program is that it is attracting a very young student body. The feeling that was conveyed was that most of the students could not or would not cope with the structure of the day school program and opted for night school. Perhaps further research in the area of student needs and values would suggest and clarify the motivation that leads to enrolling in the evening program. This research data would also enhance curriculum development. After interviewing the students, I concluded that many have a strong need for independence, positive reinforcement and autonomy.

The teacher aid in the reading class indicated a genuine interest in the lives of the students in our brief conversation. She hinted that there were needs for personal counseling support as well as academic help. Perhaps the evening school program at Livonia should offer courses in life planning skills.

Jim: white male, age 18

Jim is attending the evening school program to earn the credits for his high school diploma. He needs two units. His impression of school is that it is not really helping him. "I am not a student," he said. He did indicate, however, that reading class was helping him spell better.

Jim's career goals are to become a policeman or a mechanic. Law enforcement would be his first choice since he thinks there is "a lot of room for improvement in the police force." He has thought about college but would rather gain employment without additional school. However, later in the interview he stated that one of his biggest problems was meeting the competition to get into the police force.

Jim lives with his mother, four brothers and one sister. His mother is one source of conflict in his life. It seems that she would like Jim to work in a factory so he can make a lot of money. Jim reacts very negatively to this idea. He said, "I'm above factory work." His goal is to be happy. A yearly income of $12,000 would be a realistic goal in his estimation. Jim is proud of the fact that he has financial credit. He wants a good credit rating.

Later in the interview, Jim again reacted to factory work. "I'm too good to stoop that low. I think more of myself."

Jim describes life as a "straight line." He is proud of the fact that he has worked since he was thirteen years old. He started as a rust proofer in a car dealership. He presently works as a vinyl car-top installer.

Jim is a very proud young man who has definite ideas (sometimes unyielding) about himself and life.

Sam: White male, age 20

Sam dropped out of the tenth grade. At the time he left school he described himself as "hard headed." He couldn't read or write. He didn't like school. He did not see himself as an important person.

After leaving school he went to Italy for a visit with his grandparents. The visit lasted for over two years. Sam's grandparents were sick and it was up to him to help with the farm and to earn money to take care of them. He learned responsibility. He was an important person since his grandparents depended on him.

He also took a job in an Italian furniture factory. He cut his hand so badly that the factory gave him a pension of $100.00 every two months. In Sam's words, "That was good" as he showed off his scars. To Sam, receiving a pension indicated worth.

Sam really feels good about his experiences in Italy. He was the head of the household. "They (grandparents) couldn't have made it without me," he said.

After returning to America, Sam's biggest problem was to find his friends. They had all graduated from high school. He was also feeling uncomfortable about not having a diploma. "Some people would say 'wow what a dumb shit who didn't finish school.'" Sam thinks a diploma is like "gold." It's important to be looked up to.

Sam lives with his parents. He has younger brothers and sisters. His parents do not have high school diplomas. However, he gets his parents' messages about the importance of a high school diploma. He does not want to end up as a laborer. "Dad begged me to finish school, "he said.

Sam works with his father as a cement laborer. He sees a high school diploma as a means to a better job. "I ain't got the brains to read a blueprint," he said. To Sam, reading a blueprint would be utopia. "They would say you were smart. They would trust you to take more responsibility."

In ten years Sam sees himself as married, having the ability to build his own house, being able to read a blueprint and having some college.

Sam reacted positively to his school program. He thought it was helping him. Sam was very verbal during the interview. He is a very personable young man with good potential for meeting people. More experiences allowing him to take responsibility will increase his own confidence and self-concept.

Ron: white male, age 16

In Ron's words, he had problems in school. In fact he was "kicked out" of school in the tenth grade.

Ron described himself at the time of being expelled. "I was a punk. I gave the teachers a hard time. I broke windows. I was on dope. I broke into houses. I had no discipline---no ego."

Ron was apprehended for his activities. He said he spent time in jail. He learned a lot in jail and it was apparently a turning point in his life. He proved that he was not afraid and he adopted the attitude of "never believe everything you hear and only half of what you see." When he was in jail, he wrote to his parents everyday.

Ron's greatest success is a feeling that his present employer trusted him enough to give him a job - "He gave me a chance." Ron clears tables at a local restaurant. He also feels good when he is allowed to cook. "Lot of people can't cook an egg," he said.

Ron seems to be "thing" oriented. He felt good about his ability to not only cook but to be able to assemble a car engine. He is interested in electronics and engines. One complaint he has about school is that there are no courses offerd in woodshop or electronics.

Ron's ten year fantasy is to come home "all dirty." He will have a "nice car, house, wife, kids, and a bank account."

Ron seems to need structure. He feels that school is helping him out and reacted positively to individual help and small classes. "If it wasn't for school I would be out selling dope, " he said. Perhaps school is giving him a sense of identity.

Sue: white female, age 19

Sue immigrated to America from Yugoslavia five years ago when she was 14 years old. She came with her mother, brother, sister and grandmother. Her father is deceased. She was not happy about the move. I interpreted her feelings as being afraid of a new country with language barriers, etc. Her brother could not find employment so she and her sister had to take jobs as kitchen help in a nursing home to support the family. Sue is presently married and living with her husband. Her mother and grandmother are on A.D.C.

Sue is now financially helping her husband through a technical program at Schoolcraft Community College. Her husband's finishing school is her greatest expectation and his success would allow her to continue with school, perhaps college.

Sue returned to school upon encouragement from her husband. Her husband is American born but has Yugoslavian parents. She started as a full-time day student last year. However, she found that was too difficult with language barriers. She felt badly about requiring so much individual help. Her teachers encouraged her to go to the evening program. Now that she is in the evening program with its small class size and special help, she feels more comfortable. She likes school very much. "If I had the chance of not being married or having children, I would be in school forever."

The above quotation also lends a hint to a source of conflict. Sue is very concerned about whether or not to have children right away. Sue's husband is pressing to start a family. Sue feels he is concerned about his age. Sue is not so sure about having a family at present. In fact she hinted that it was possible that she may not be married as a future "fantasy." She doubts her ability to be a mother, a wife, a student and a worker all at the same time. Once her husband graduates and gets better employment, she hopes to go to school full-time.

Sue plans to attend adult education classes long enough to pass the G.E.D. test. Time is very important to her and she doesn't want to wait until she is 23 years old to graduate from high school.

Presently her biggest problem is understanding English. Her prediction for ten years was impossible to do. In five years she sees herself in college. She is very unsure of a career goal but states occupations such as being an artist or a doctor.

Sue is a person who needs a lot of encouragement. She admits that if her husband didn't tell her to go to school she would be a housewife and mother, depending on him for everything.

Sue is in a period of transition, adjusting to a new country, adjusting to a marriage and learning to understand an emerging identity.

Guy: white male, age 29

Guy's primary reason for attending ABE classes is to improve his reading skills. He indicated that he reads at about the fourth grade level. Reading is important to him because he sees civil service examinations as an obstacle that must be passed for him to advance in a job.

Guy works for the city of Livonia as a laborer. His occupational goal is to drive trucks or to be an equipment operator. He just took an oral exam for equipment operator 1 and seemed to feel good about it.

After being out of high school for seven years, Guy returned to the evening school program because he could not get employment. He knew he could not read and apparently admitted this fact when interviewing for jobs. Some jobs, such as warehouse work, required reading invoices and employers were not willing to take a chance on hiring him. Guy perceives their decisions not to hire him as being correct because reading invoices is "quite a responsibility."

Once Guy entered school he realized his reading skills were very poor. He felt "weird" when returning to school after seven years. However, the teachers were "very nice" and he adjusted. He has been attending the school program for about four years.

Guy's greatest concern is to get seniority in a job so he can be a truck driver. He is worried about his ability to compete with his reading disability. "You can work your way out of math but you can't fake reading," he said.

945

Guy's greatest success was to obtain a job in spite of his lack of reading skills.

Guy lives with his mother. He seemed to indicate a supporting relationship. His mother encourages him to attend school. The school program is helping Guy feel better about himself and as he says, "It can't hurt me."

Guy is a "physical" type of person. He likes outside activities. "I would never be an office person----couldn't handle the book work."

Guy said he didn't have any hobbies. He likes physical activity like jogging and working out. He is indeed a physical person judging from his work style and his leisure time activities.

Guy is enthusiastic about the evening school program. He wishes the courses would be better advertised. "Lots of people would like to take this course," he said. His impression, however, is that the program is only for dropouts because they are the only ones recruited to attend.

I felt that Guy was being honest in his responses to the questions. He is a person that tries very hard to please others. I also felt that his life goals and career expectations are realistic and that Guy would be happy when he reached the level of an equipment operator.

Interviewer's Report: 2

The students I interviewed appeared to be genuinely interested in completing the Adult Education Survey and participating in an interview. They seemed to search for candid answers before responding to questions.

Each student interviewed was very verbal and the interviews were a minimum of thirty minutes. Some students really had personal problems that they wanted to discuss and I could not counsel them at this time. Perhaps a counselor making weekly visits to the center would be an asset to the program.

I was prepared to interview two young women whom I did not interview for the following reasons: (1) one young woman was seated and just decided she did not want to be interviewed and returned to class: (2) this student had two years of college but was being forced by social services to attend class if she was to receive a check from social services. I personally feel that this student attending a basic education class is a waste of taxpayers money and that it was not beneficial to the young woman. It would be my suggestion that provisions be made for her to complete college or that she be given assistance in finding a job.

After reviewing each interview it is obvious each student perceives the ABE program as an asset to them, academically now, and as a financial asset for the future. The students all agreed they are able to relate well with their instructors and they also admire them a great deal. They all agreed that the adult education program is needed.

Mr. Brown: black male, age 49

Mr. Brown dropped out of school in the seventh grade to work. For the past two years he has attended the ABE classes. Previously, Mr. Brown had attended an adult education program at Miller Junior High in the 1950s where he received an eighth grade diploma.

When asked, "What are your feelings about taking the Adult Education Survey and having an interview?" this was his reply. "Good idea, it gives a chance to see what the person thinks." As a result of the survey and interview this student definitely felt that people really do care about the students making academic progress.

This student described the teachers and principal at the center like this, "The teachers and principal here have excellent personalities. The teachers have a unique technique of letting you know they mean business. They are very competent and concerned about all of the students. They are sensitive to the needs of the students and willing to listen."

Mr. Brown says he knows other people that could benefit from the adult education program but they have an "inferiority complex about the school and no time."

He has not experienced any difficulty or interference since attending the program but he did have these positive comments to make about the program. "Since coming back to school I have regained confidence in myself. I used to sit alone at meetings because I did not understand but now I understand speakers and I am self-secure."

Mr. Brown has children and he said that at one time in the past he was hurt if he could not answer his children's questions but now he is not hurt because he has been taught some of these answers and how to find the answer if he does not know it.

His goal now is to receive a high school diploma. He sees his biggest problem in life as "Not being a fake but to be authentic." Mr. Brown is a Baptist Minister.

Mr. Smith: black male, age 50

Mr. Smith has attended adult education classes since September 1977. He was given a choice by the welfare department to continue working at a local project housing development or to attend the adult education program.

This student was informed through the mail by social services of the school program. Approximately one month lapsed before he actually enrolled in school and started classes.

Because Mr. Smith's parents separated when he was very young, he never received a formal education since he had to work to help support his younger sisters. He only recalls attending school for about a month at a time when work was not plentiful.

When asked the question, "What are your feelings about the adult education program?" his reply was as follows, "Good, I appreciate it." Why is the program good? "They have everything a student should want to try and learn something. The teachers take time. They don't get frustrated, don't get nasty. They explain over and over until you get it."

Mr. Smith's best experience thus far has been, "I go to a lot of places now trying to find a job. I know how to read the application and fill it out now. Before I would just tear it up or something. This makes me feel more like coming to school because they are helping me. They should have had this years ago."

The greatest difficulty for him has been needing clothes and not receiving his social service checks. Mr. Smith would like to see some kind of emergency facility available through the school for students like himself.

He says he is proud of himself because he has struggled to provide for his eighteen children. When he did have a job he said he worked hard. Mr. Smith does not wish to change his life style. He said, "I don't gamble or run around. I wouldn't want to change my associates."

This student defined success as being able to "read, write and fill out an application." However, his biggest success for the future will be to obtain a job.

Mr. Smith believes that many people do not come to the center that would benefit from the program because they are ashamed to return to school after so many years.

Linda: black female, age 28

Linda dropped out of school in the tenth grade because she was married and her husband was very jealous.

This is the third time Linda has begun classes at the Adult Education Center. She left the center the first time because of a death in her family. The second time was because of a classroom disturbance. Linda explained to me that she is a very nervous person and she does not like to see people mistreated or taken advantage of. She proceeded to say that "In times past some students would not return to class from lunch on time." When the students did return they were impolite to the teacher which made it an unpleasant experience for her. People would also come into the building that were not students and roam the halls. Linda reports this situation has been corrected and there are security officers on duty now.

Linda said that she has a lot of friends who should be attending the ABE program. She explained their reason for not coming like this, "I have a lot of friends who are in a different pattern and they call me old-fashioned for coming back to school." She said the reason students leave the program is, "They get disgusted. They aren't concerned. They don't ask enough questions."

Her success in the program has been learning how to read and do math.

Linda had this to say about the school staff, "The teachers do care and the principal tries all he can to make the school go smooth."

Since returning to school she says, "It has made me realize who I am. I have found myself. I know what I want to be and I want to go after it." Linda's goal is to get a high school diploma and to complete college.

Linda would like to see teacher's aides in the classroom working with the teachers to give more assistance with the very slow students. She would also like to see specific trades offered at the school.

Ronald: black male, age 29

Ronald was expelled from school in the ninth grade because of misconduct and not attending classes regularly.

He has attended the ABE program for the past two years. He was informed about the program when his wife presented him with textbooks to start classes immediately. He also admits that his reading is terrible and he needs to be at the center to improve this skill if he wants to advance in his job.

Ronald said, "I did not mind taking the survey or having an interview. It makes me think they may care a little about what we think."

He does know people that could benefit from the ABE program but he says, "They worry what others may think and others don't have enough time."

Ronald had this to say about the adult education teachers, "I am learning we have a bunch of lovely and understanding teachers here and this includes the people in the office too."

The one interference he has had while in the program is not having enough time to study because he works the afternoon shift of his job.

When asked if he has any suggestions for improving the ABE program this was his response, "We have everything we need."

Ronald said he can really see improvement in his reading ability by making this comment, "It used to be every other word I didn't know but now if I don't know how to say the word or what it means I know how to use the dictionary to help me find these things."

His goal is to obtain a high school diploma and learn a trade in mechanics. In regards to the total ABE program, Ronald had this comment, "It has helped me understand people.

Mike: black male, age 31

Mike dropped out of school and left home at sixteen because of a poor relationship with his stepfather.

Mike said he did not object to taking the survey or being interviewed if it was in the best interest of the school. He learned about the program from the posters on display outside of the school building.

When asked what were his feelings about the ABE program this was his reply, "It gives a person a chance at a new life. It opens a lot of doors. I know I need more education. I don't want to sweat it out the rest of my life in an unskilled job."

Mike said he has friends that should participate in the program but they don't "because it's embarrassing to them to admit they can't count money and things like that. Some are just content where they are."

He expressed his best experience in the program so far this way, "I have really learned how to spell the right way and to comprehend what I read."

This student has experienced difficulty in finding time to study because he works the midnight shift. Mike had this to say about the ABE staff, "They are more than concerned. I can't blame my not studying on the system. I'm not putting out my all. The teachers are pleasant and willing to help us. I really feel relaxed."

As he talked about the program in general, these comments were made in regard to himself as a person, "I have become more open. I realize how people are and why. I know what life is about. Education is the best instrument the world needs."

Mike's future plans are to obtain a high school diploma and get a better job. He would like to get married and have children. His final comment was "I mean more to myself now."

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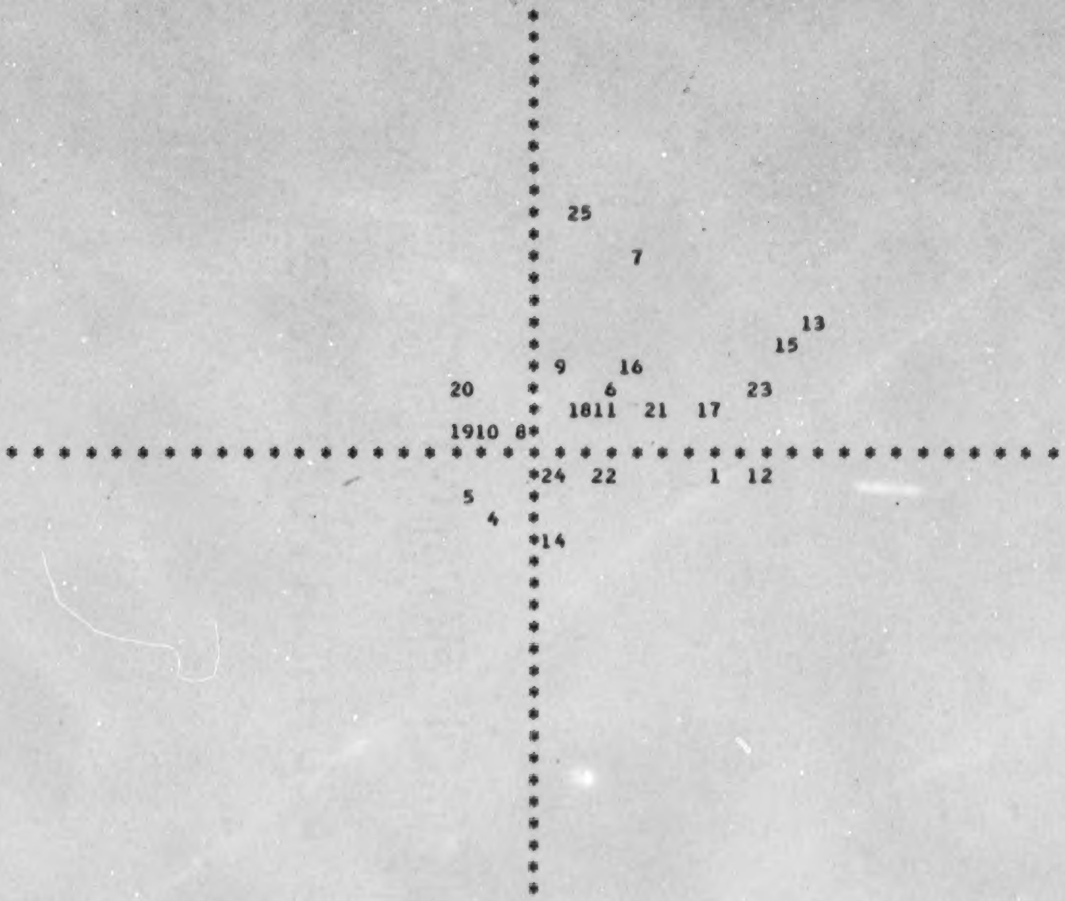

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COCPERSMITH SE TEST 04-21-78

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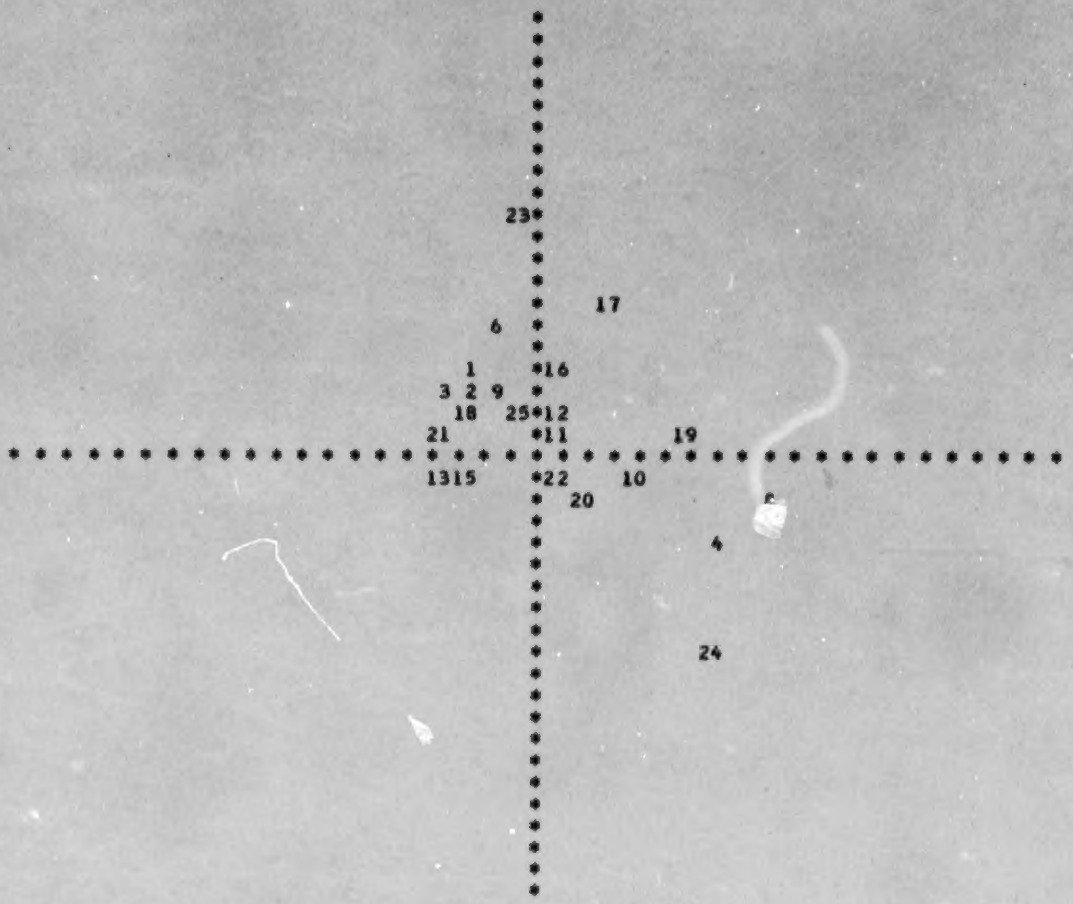

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COOPERSMITH SE TEST                                                                    04-21-78

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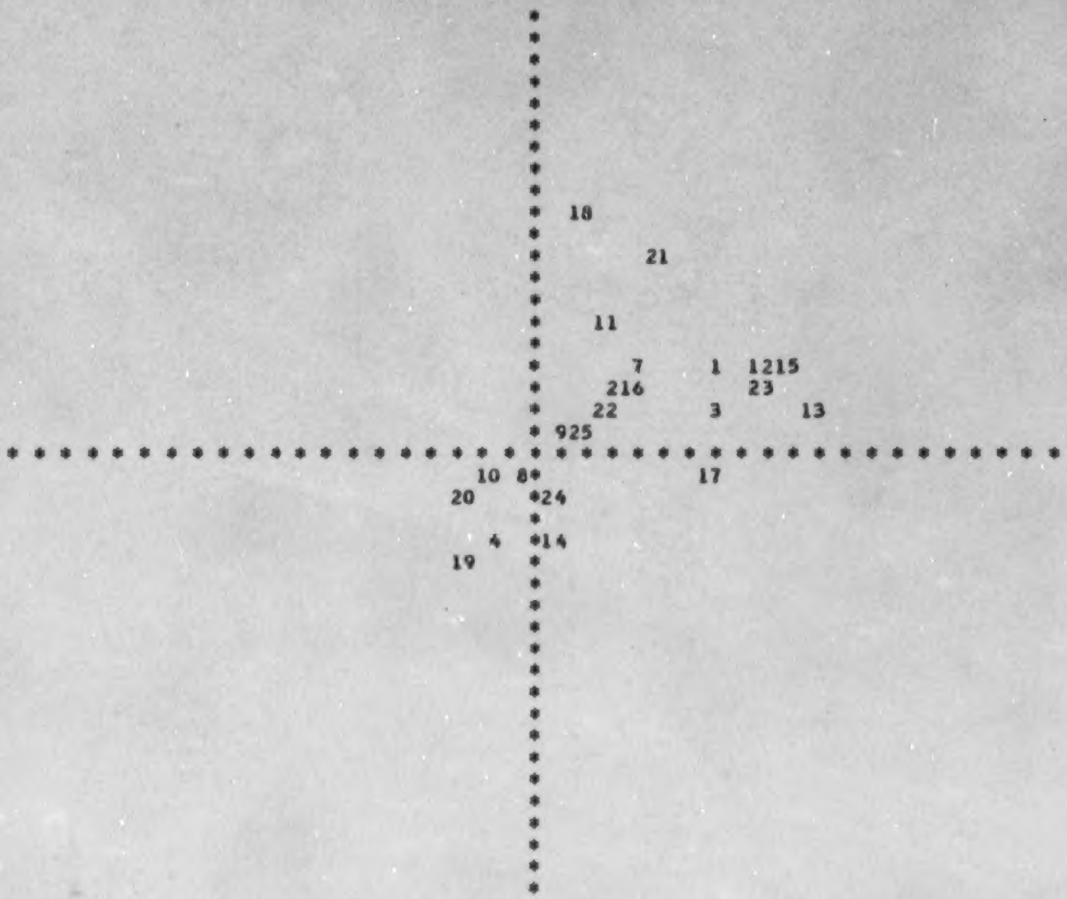

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COCPERSMITH SE TEST                                                              04-21-78

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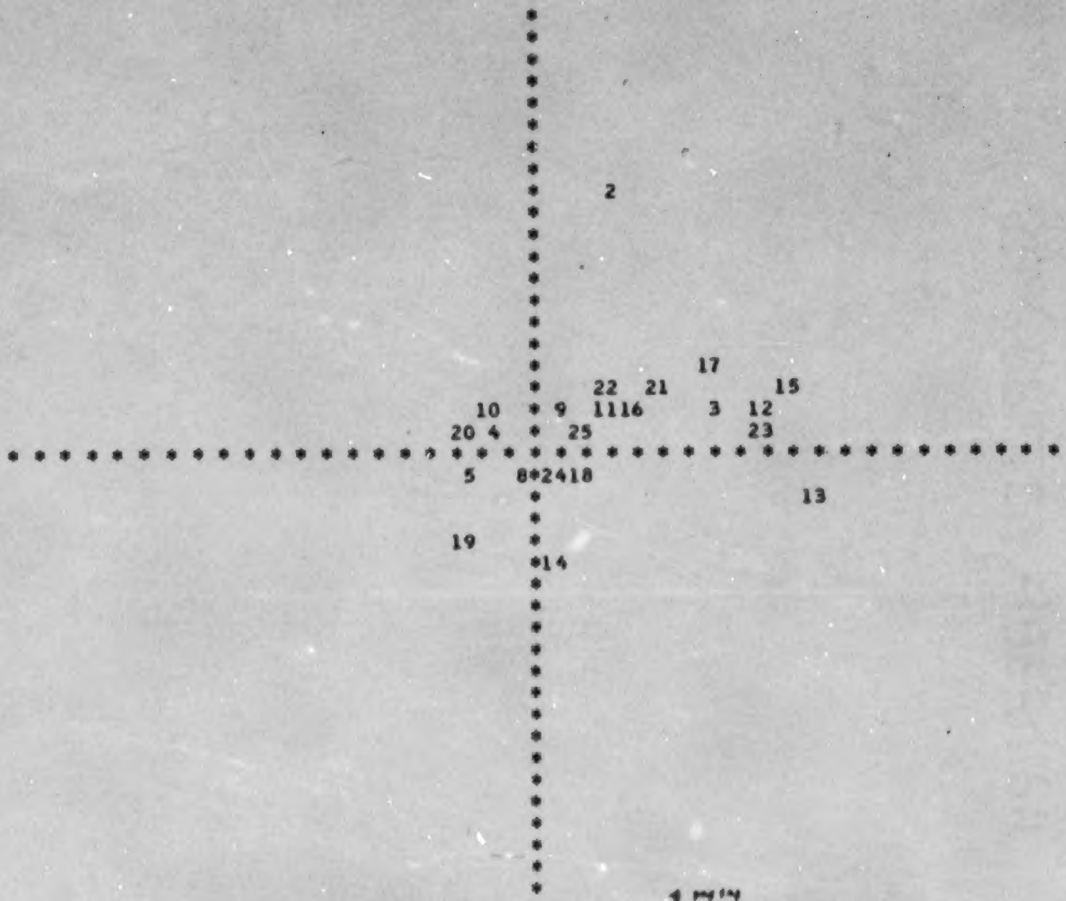

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COCPERSMITH SE TEST 04-21-78

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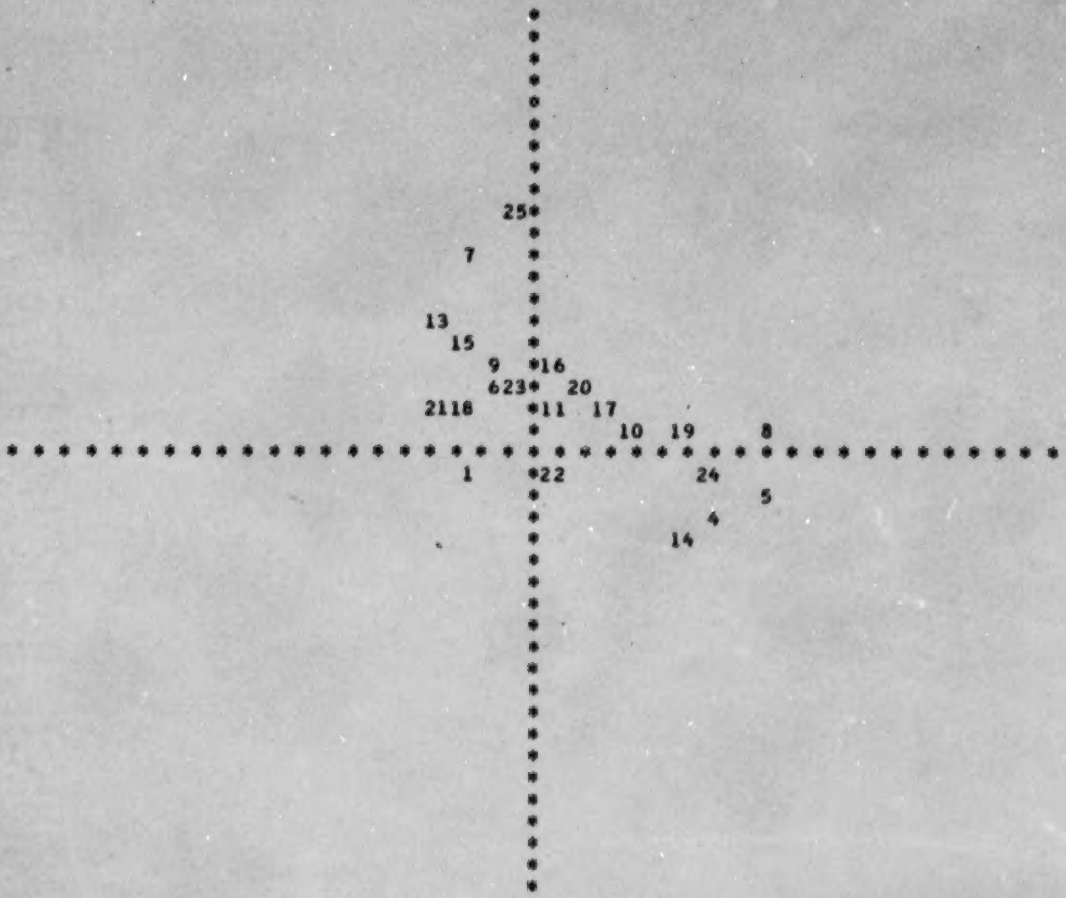

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COCPERSMITH SE TEST                                                          04-21-78

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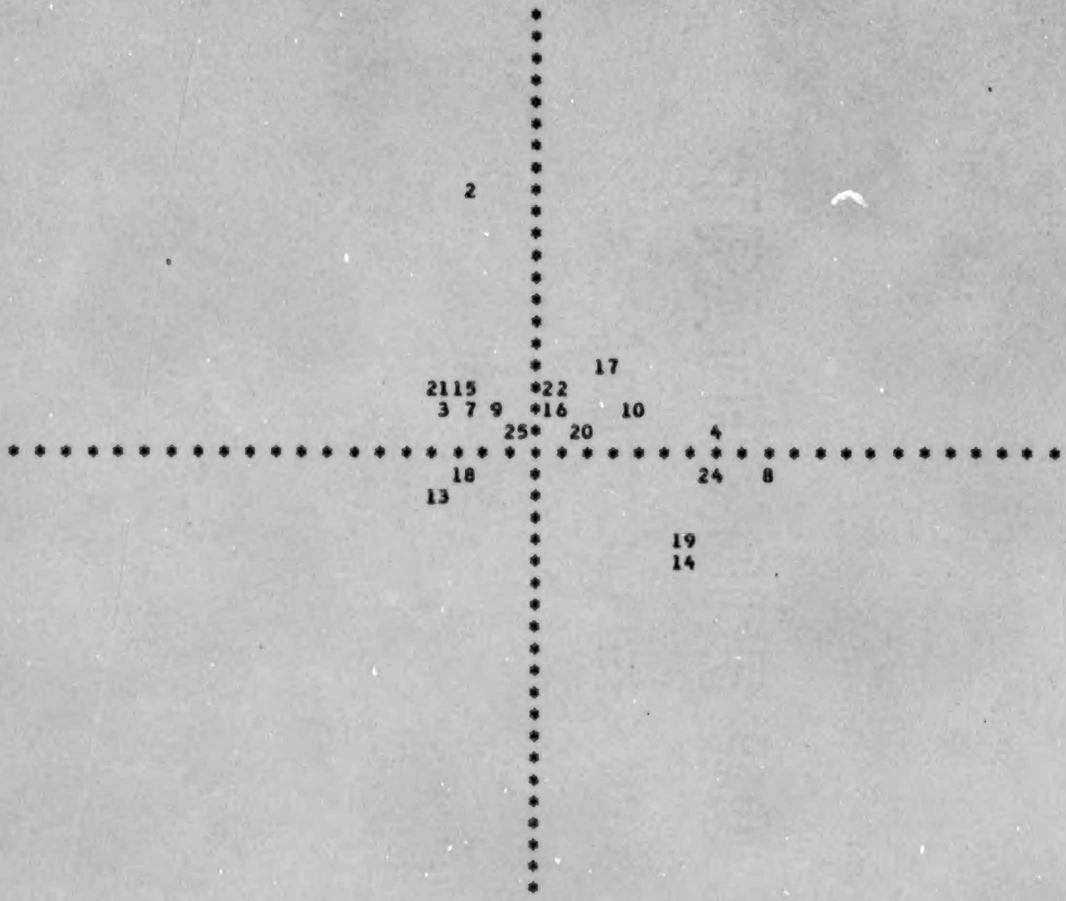

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COCPERSMITH SE TEST                                                                              04-21-78

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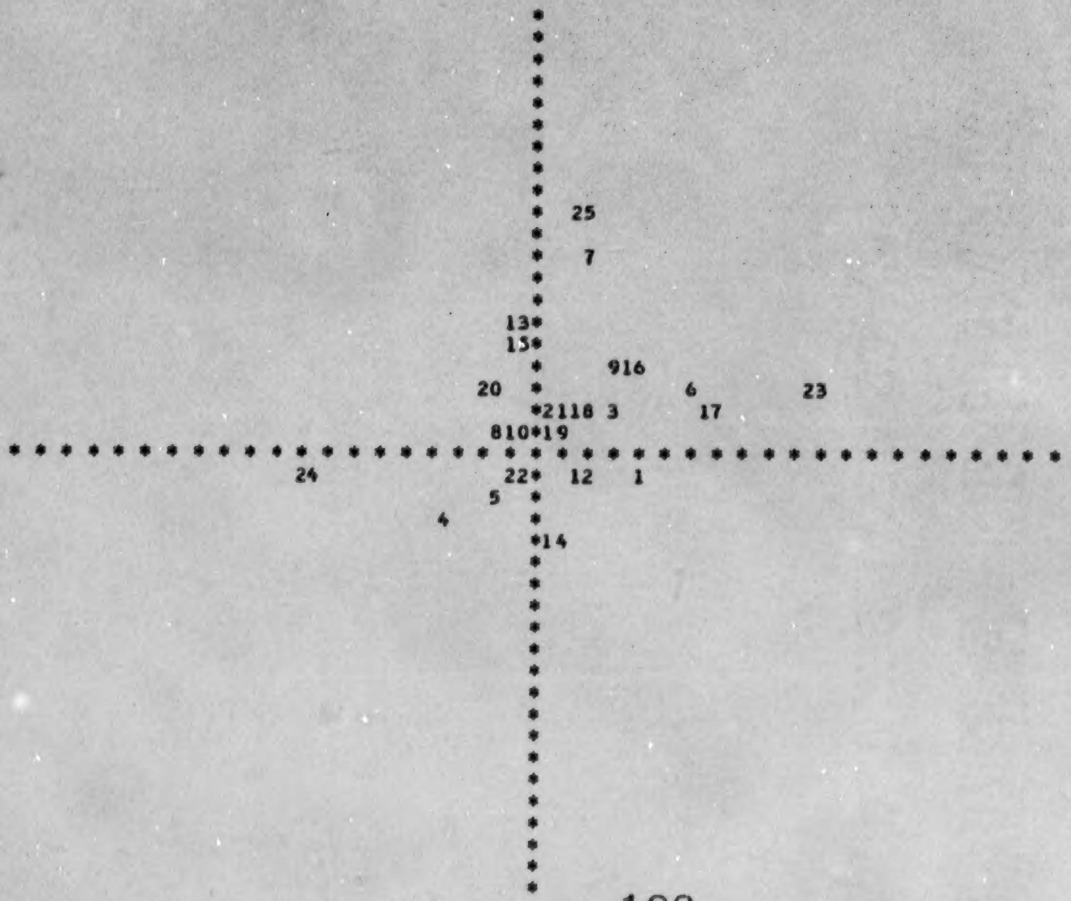

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COCPERSMITH SE TEST                                                                              04-21-78

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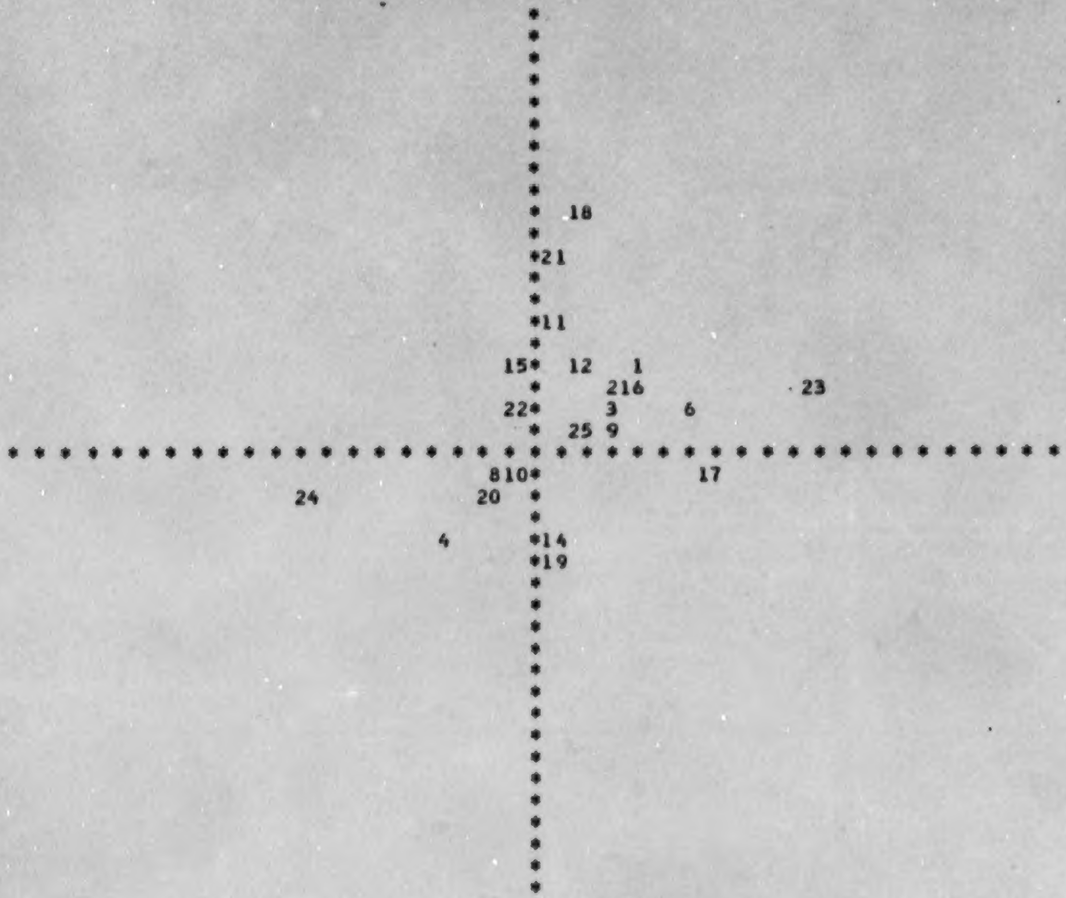

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COCPERSMITH SE TEST 04-21-78

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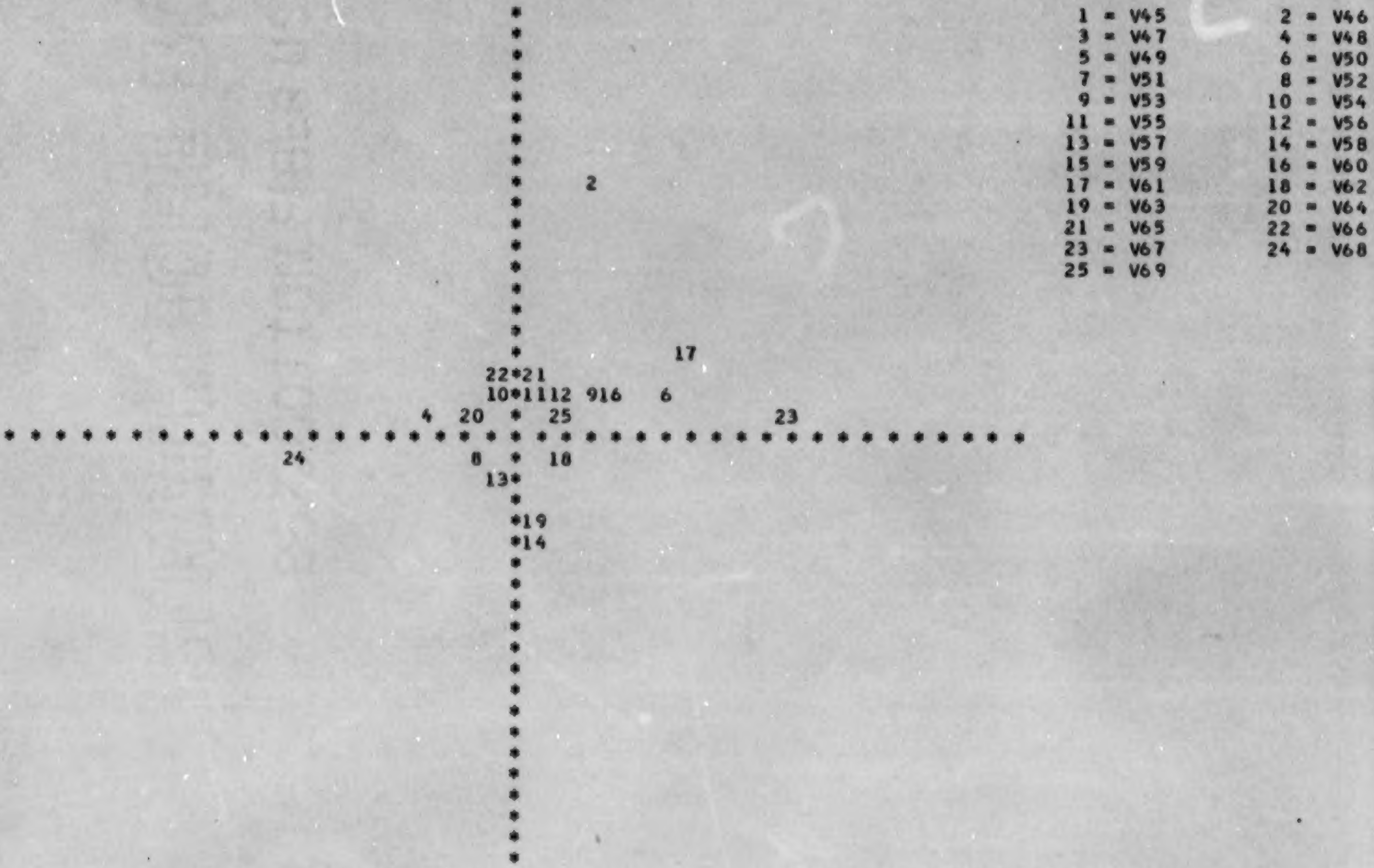

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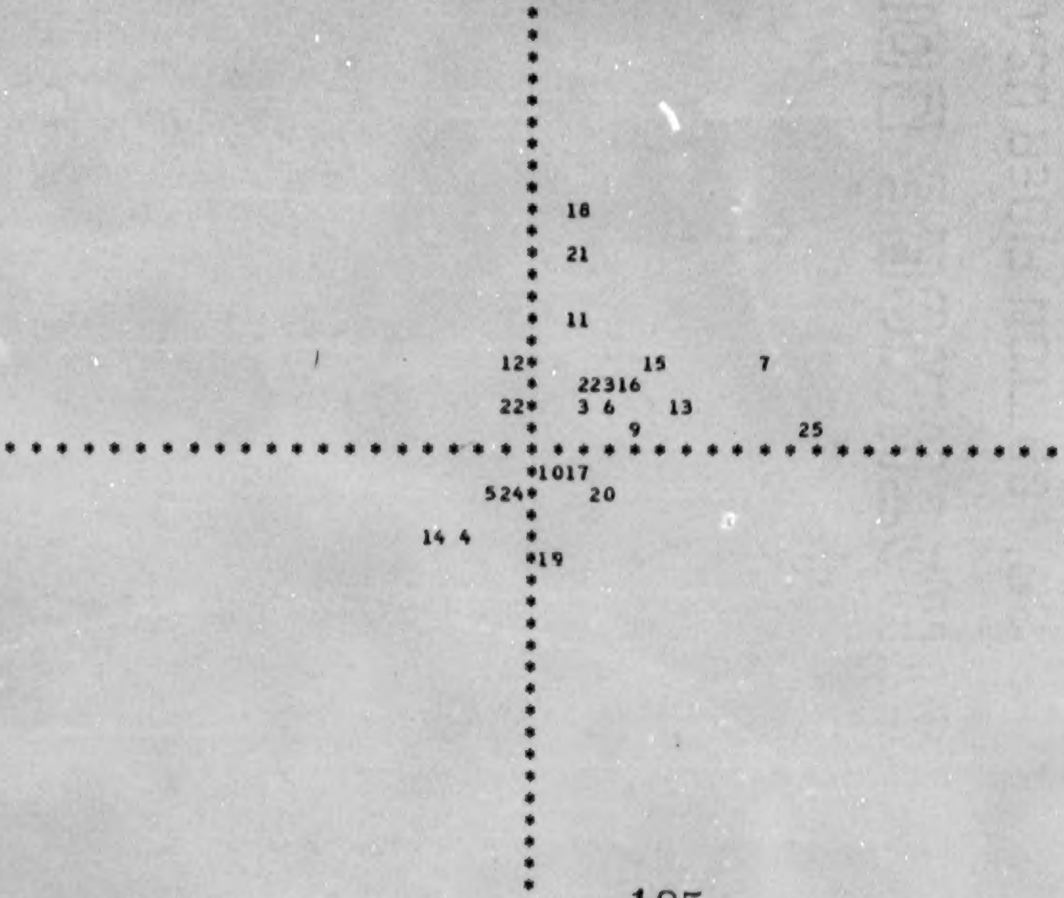

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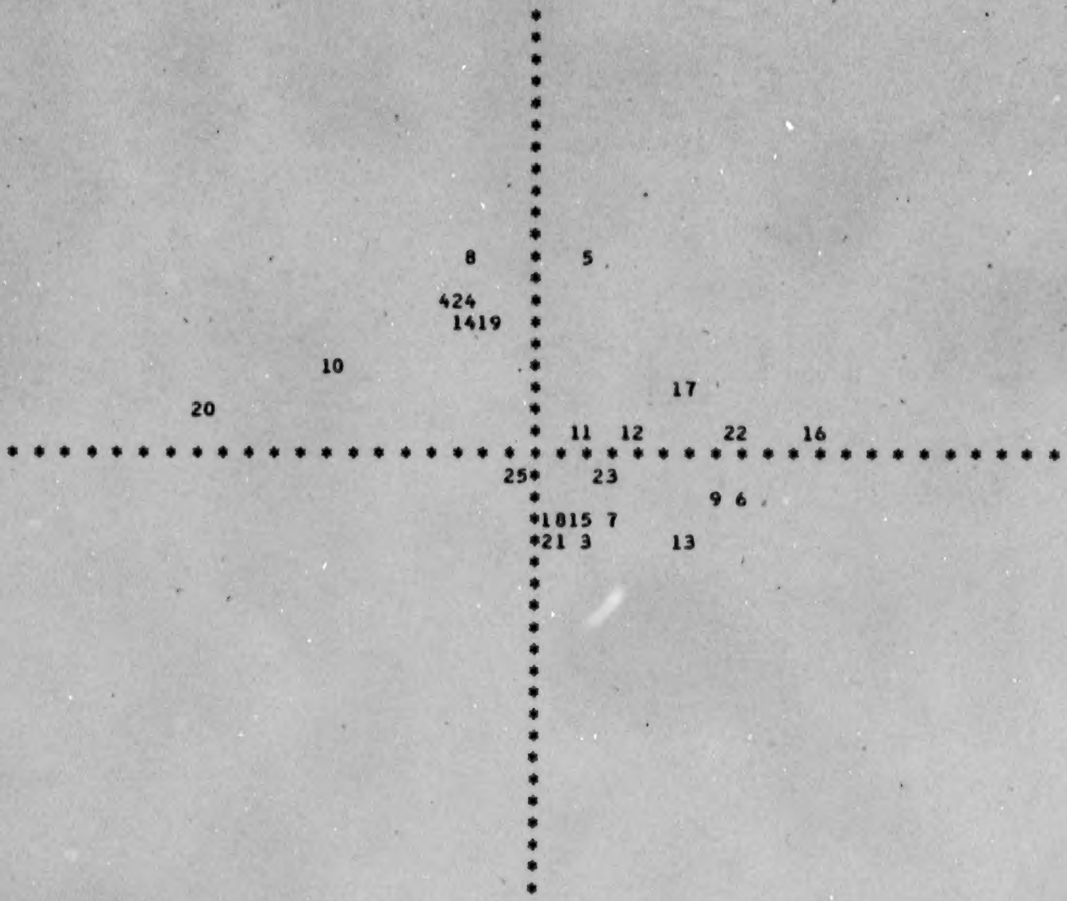

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COCPERSMITH SE TEST                                                                          04-21-78

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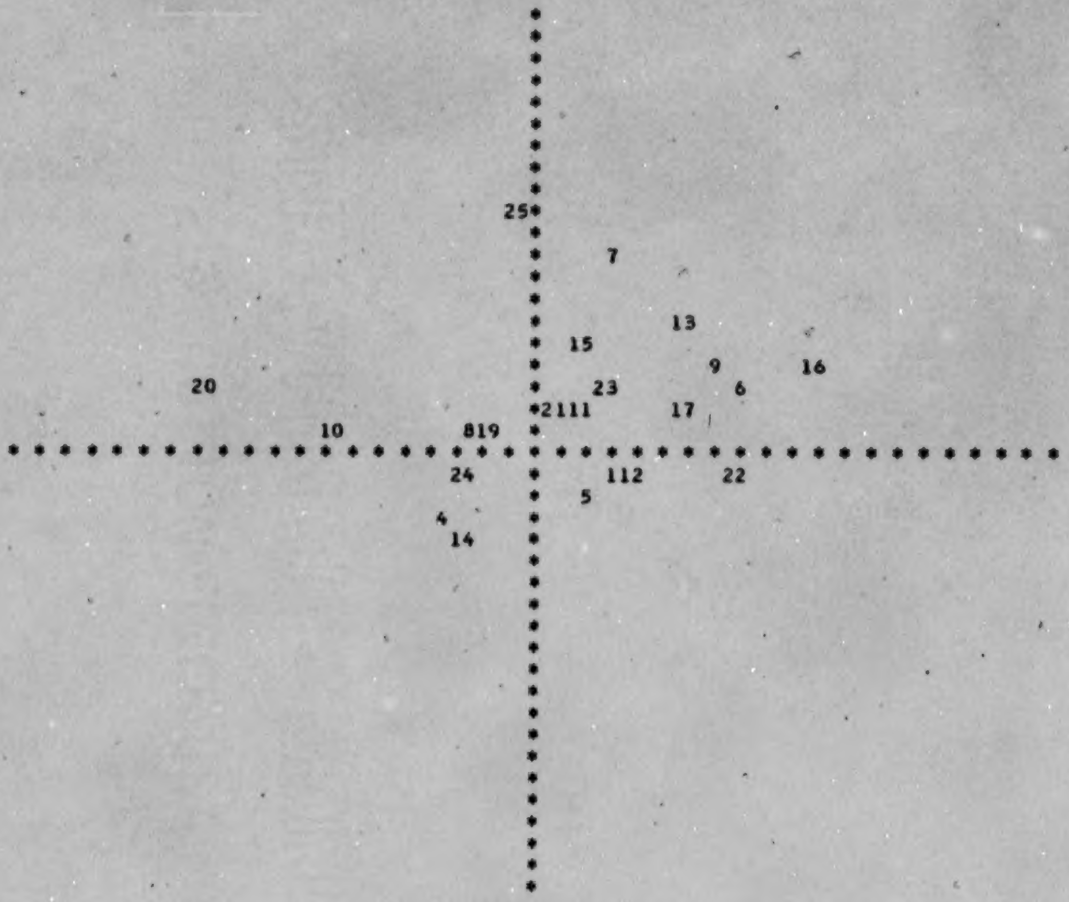

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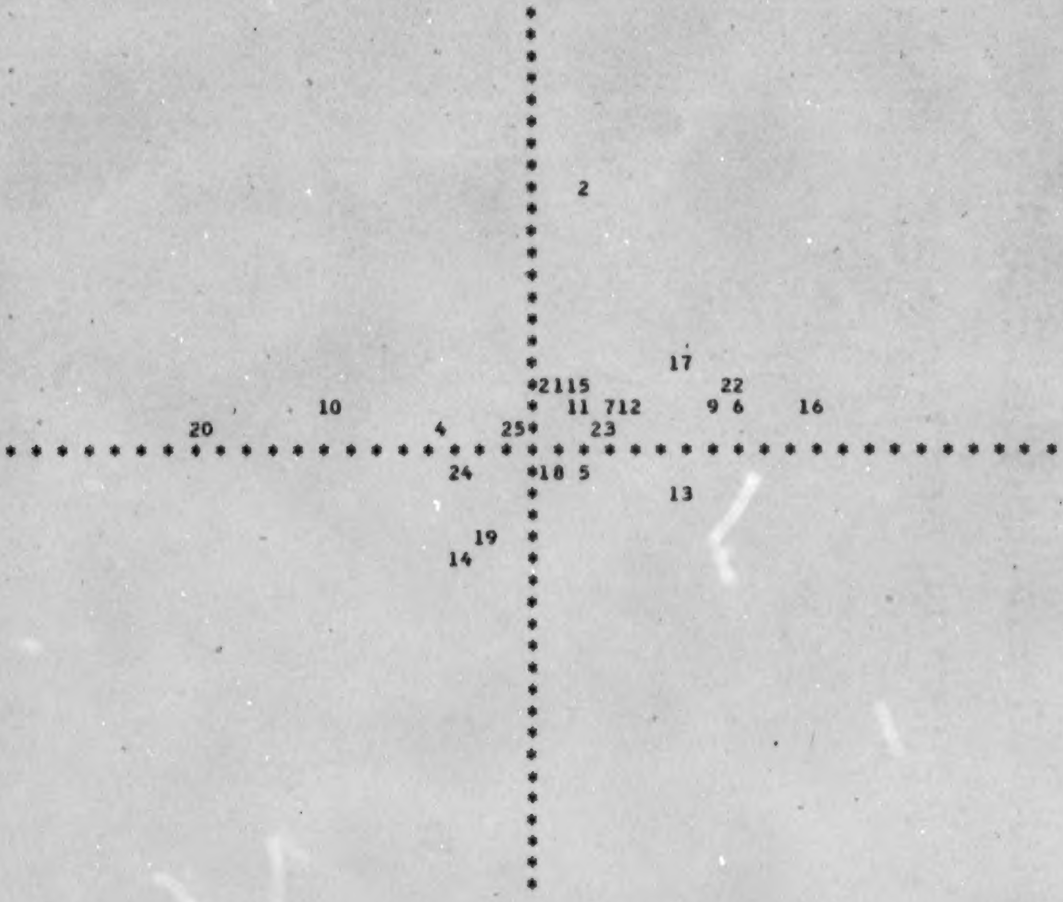

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COCPERSMITH SE TEST                                                              04-21-78

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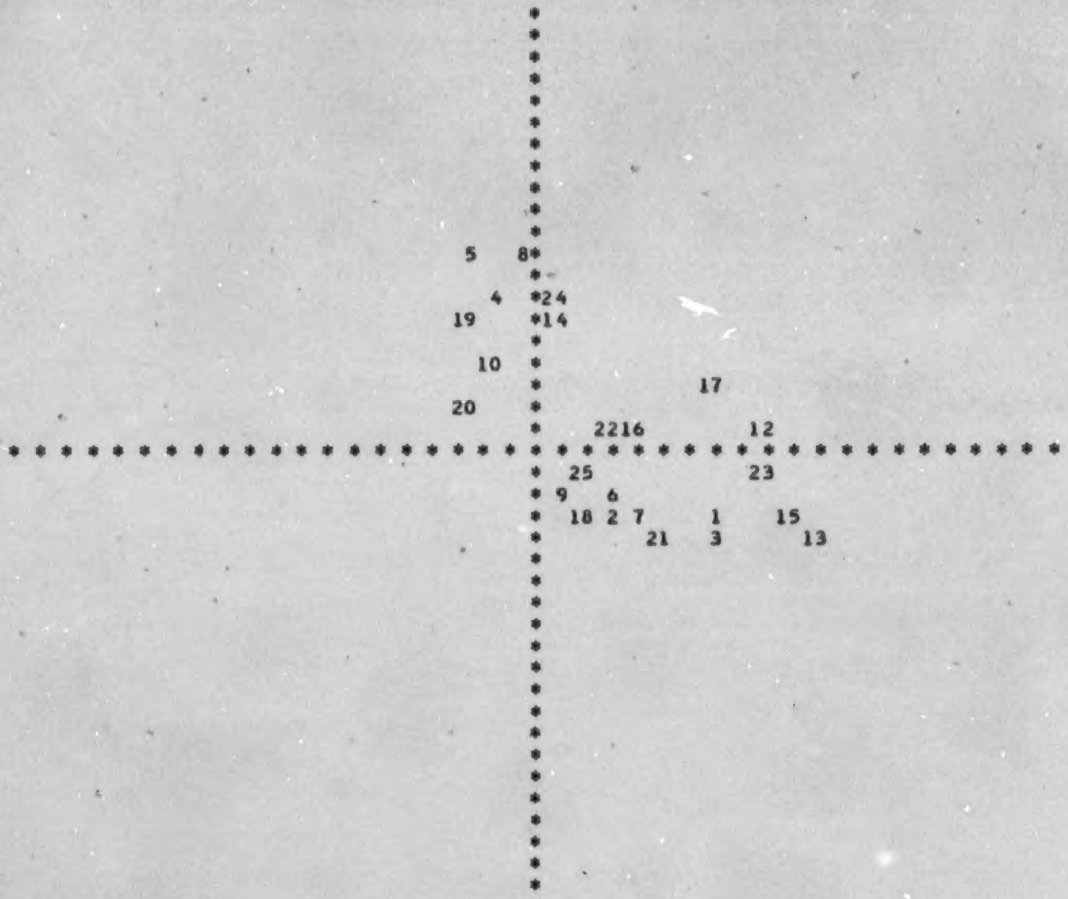

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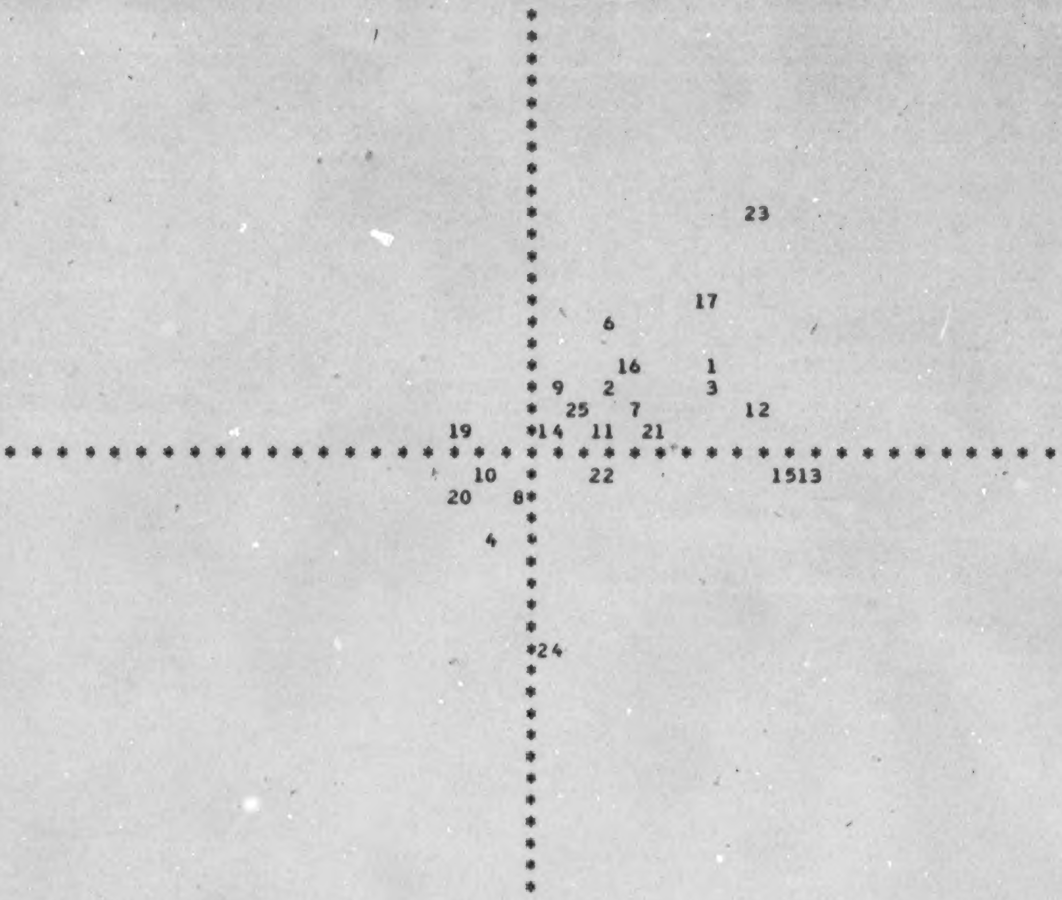

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17 = V61       18 = V62
19 = V63       20 = V64
21 = V65       22 = V66
23 = V67       24 = V68
25 = V69
```
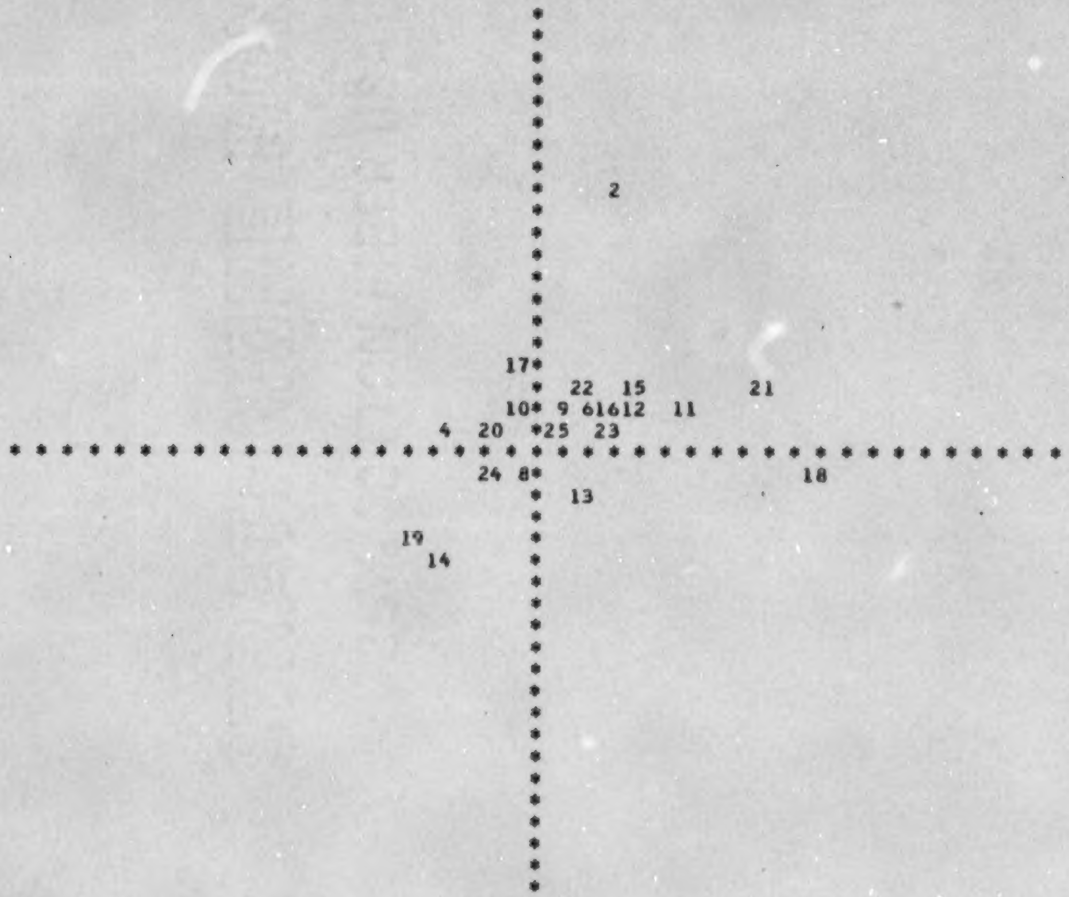

```
COCPERSMITH SE TEST                                                                    04-21-78

FILE    SE        (CREATION DATE = 04-21-78)   (COOPERSMITH SE TEST)

                        HORIZONTAL FACTOR  6      VERTICAL FACTOR  7
```

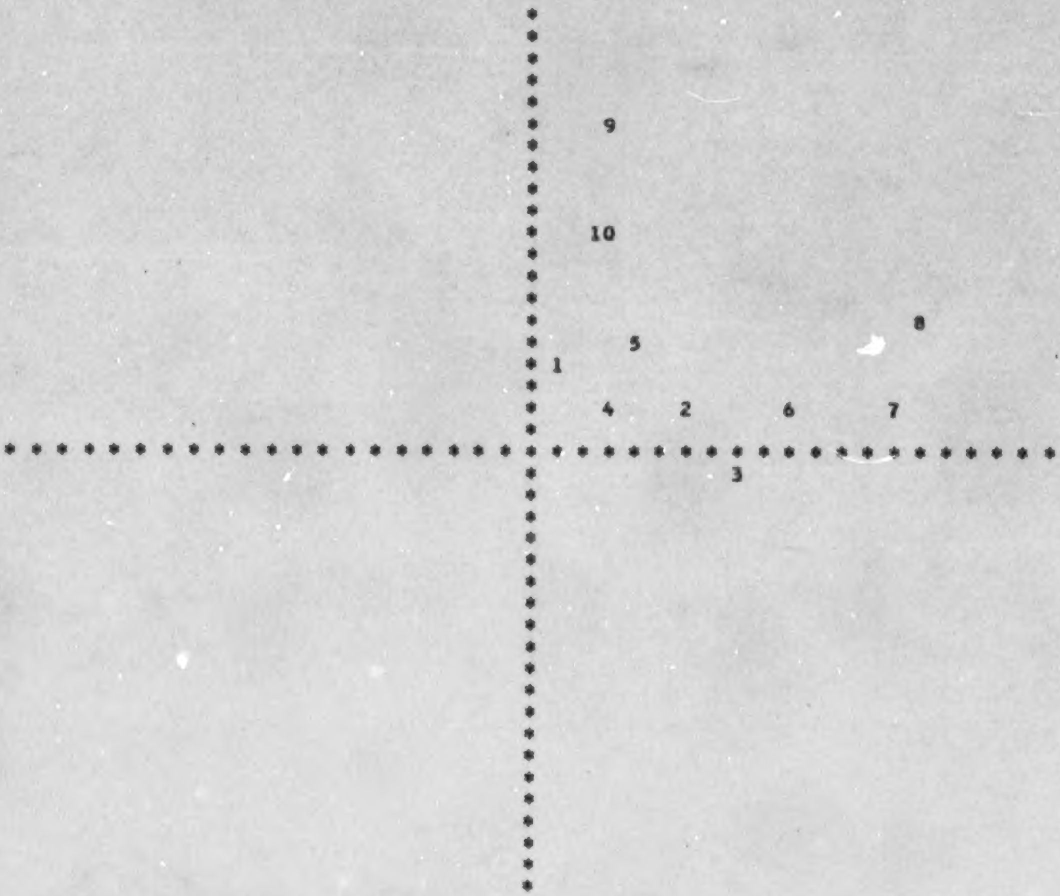


```
 1 = V45      2 = V46
 3 = V47      4 = V48
 5 = V49      6 = V50
 7 = V51      8 = V52
 9 = V53     10 = V54
11 = V55     12 = V56
13 = V57     14 = V58
15 = V59     16 = V60
17 = V61     18 = V62
19 = V63     20 = V64
21 = V65     22 = V66
23 = V67     24 = V68
25 = V69
```

187

910

```
MISX Y STUDENTS TOTAL                                                                    04-20-78
FILE    MISCY     (CREATION DATE = 04-20-78)   (MISC Y FROM S1 AND S4)

                          HORIZONTAL FACTOR  2     VERTICAL FACTOR  3
```

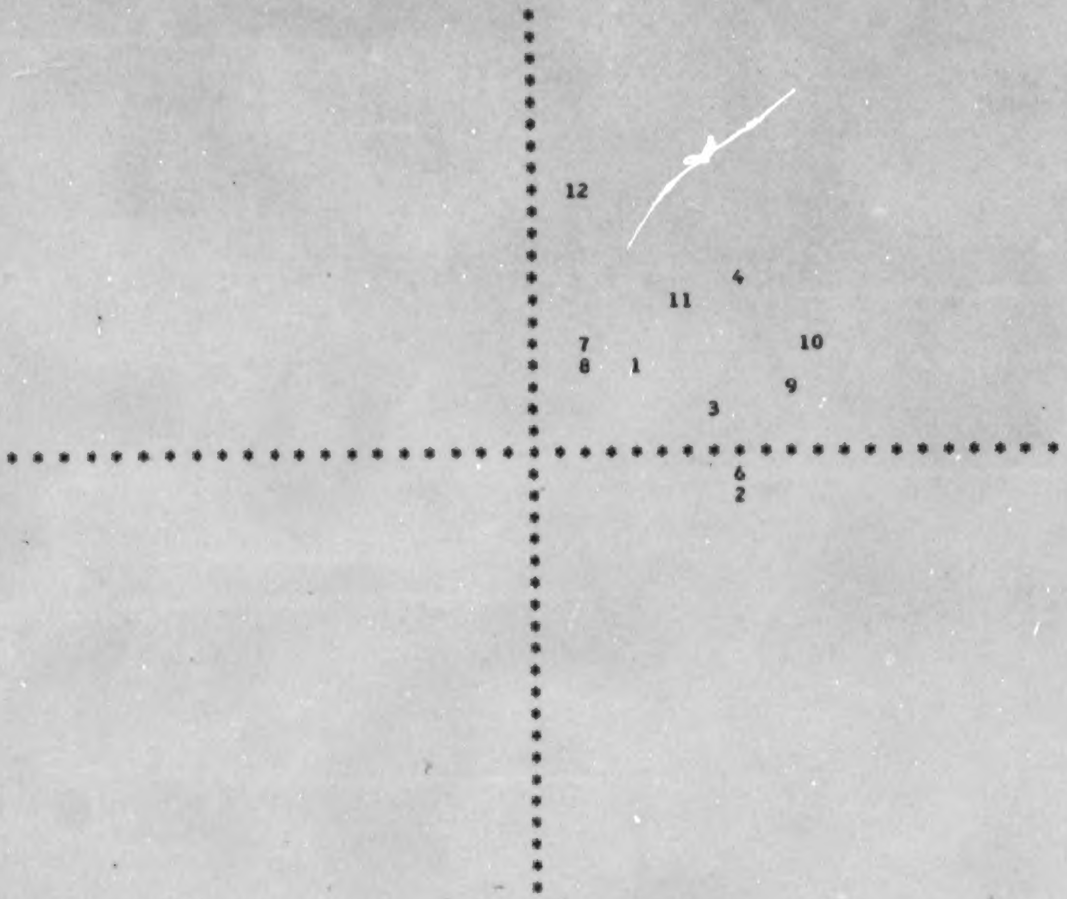


```
1 = V86          2 = V87
3 = V88          4 = V89
5 = V90          6 = V91
7 = V92          8 = V93
9 = V94         10 = V95
```

STUDENT FORM S1 04-21-78

FILE S1 (CREATION DATE = 04-21-78) (STUDENT FORM S1)

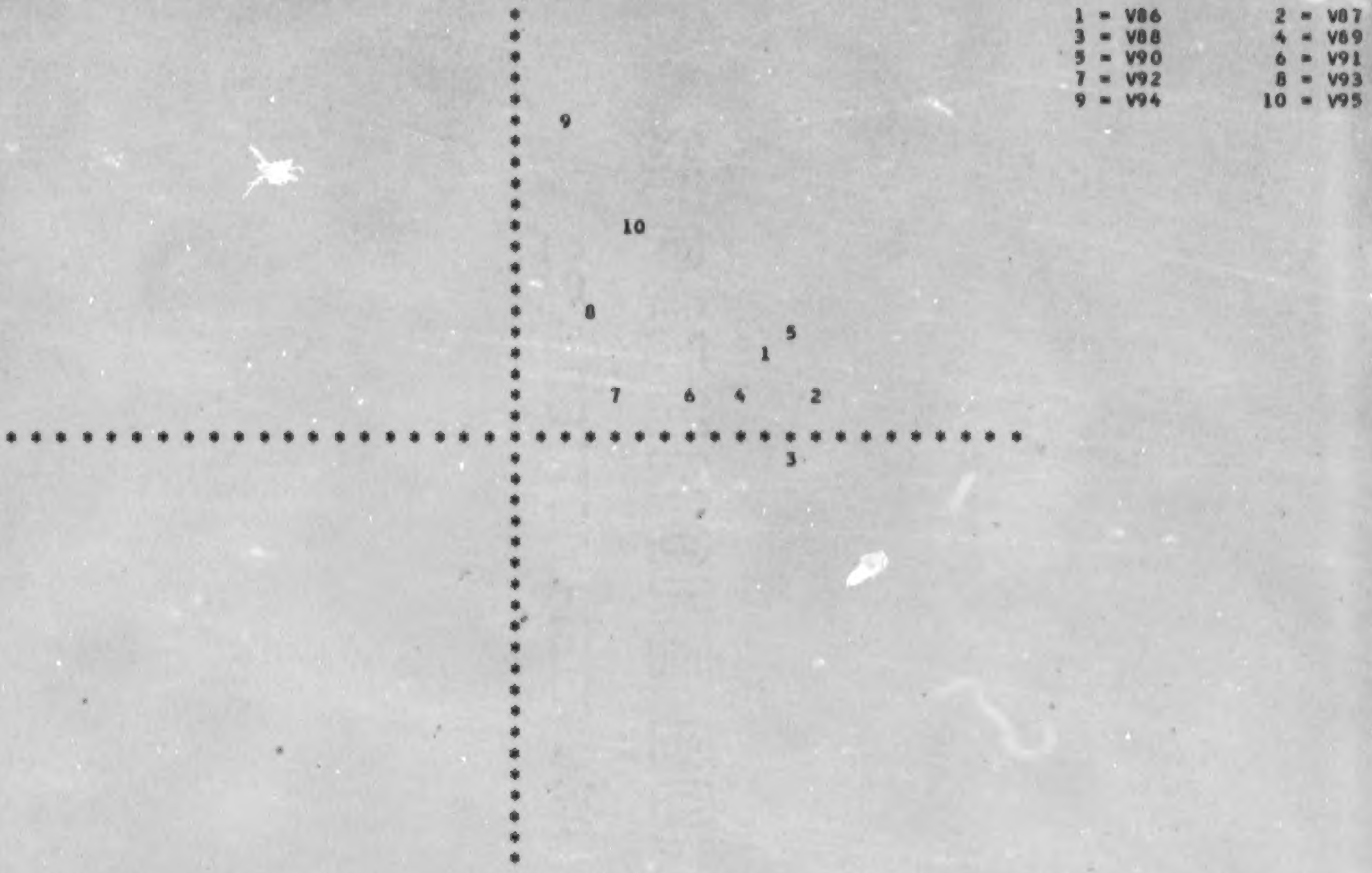
HORIZONTAL FACTOR 2 VERTICAL FACTOR 3



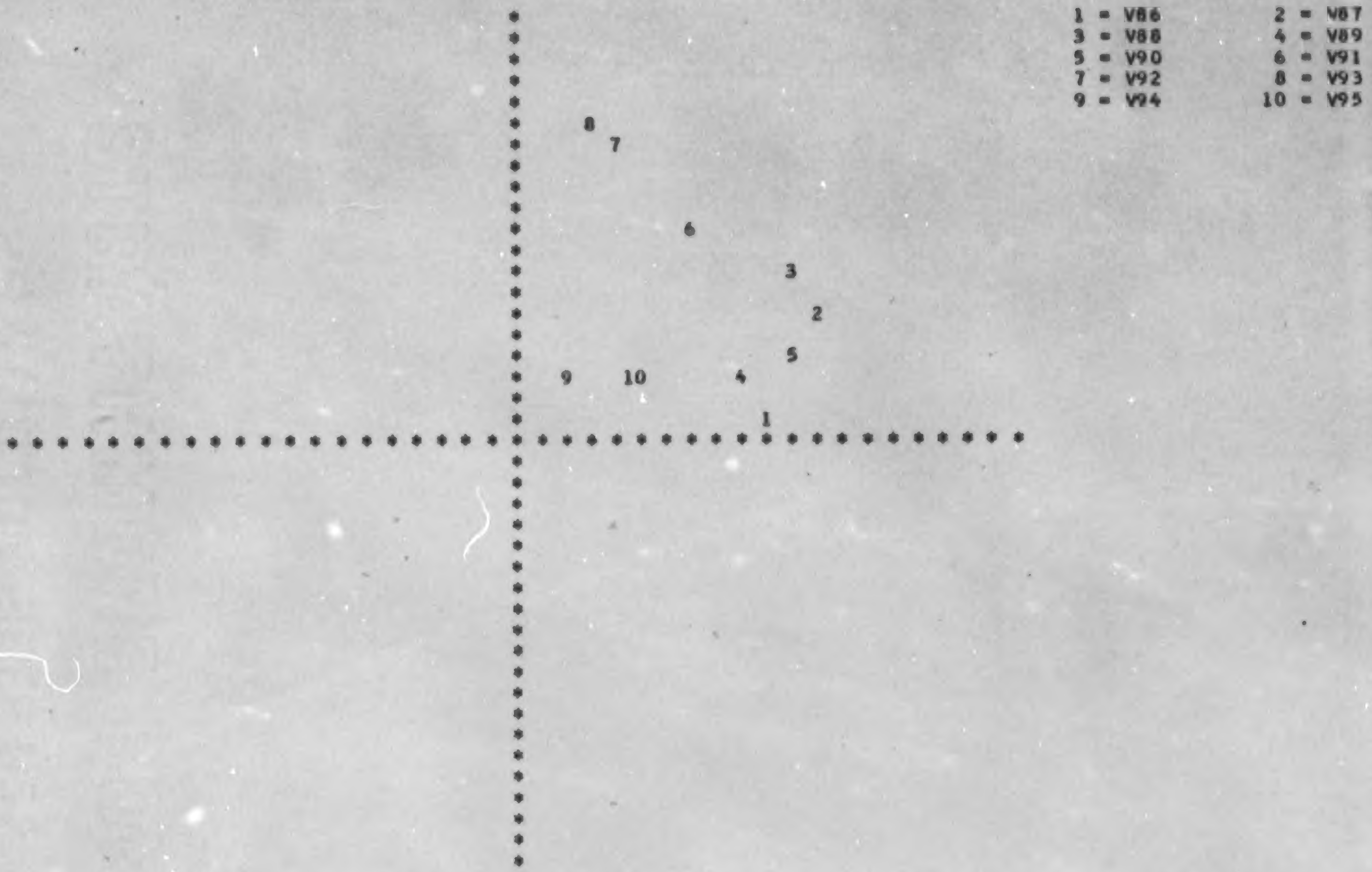
1 = V13
2 = V14
3 = V15
4 = V16
5 = V17
6 = V18
7 = V19
8 = V20
9 = V21
10 = V22
11 = V23
12 = V24

```
STLDENT FORM S2                                                              04-21-78

FILE    S2        (CREATION DATE = 04-21-78)   (STUDENT FORM S2)

FACTOR SCORE COEFFICIENTS



                FACTOR  1   FACTOR  2

V1                0.02779     0.14868
V2                0.13659     0.04759
V3               -0.06671     0.21635
V4                0.44443    -0.25951
V5                0.25097    -0.06181
V6                0.10177     0.03137
V7               -0.07973     0.22704
V8                0.02282     0.23279
V9                0.04568     0.21044
V10               0.11411     0.09109
V11               0.06911     0.08812
V12              -0.02033     0.12475
```

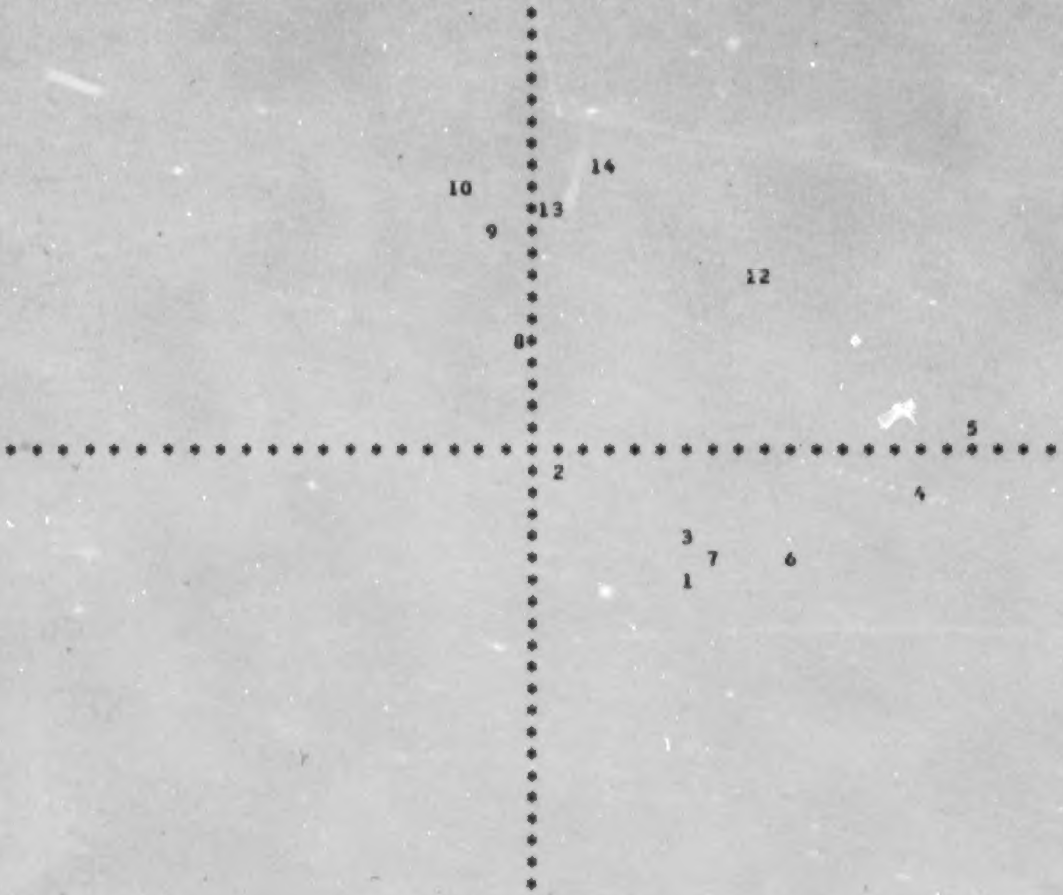
```
MISX Y STUDENTS TOTAL                                                                    04-20-78

FILE    MISCY     (CREATICN DATE = 04-20-78)    (MISC Y FROM S1 AND S4)

                        HORIZONTAL FACTOR  1      VERTICAL FACTOR  3
```



```
MISX Y STUDENTS TOTAL                                                      04-20-78

FILE   MISCY    (CREATION DATE = 04-20-78)   (MISC Y FROM S1 AND S4)

                    HORIZONTAL FACTOR  1     VERTICAL FACTOR  2
```

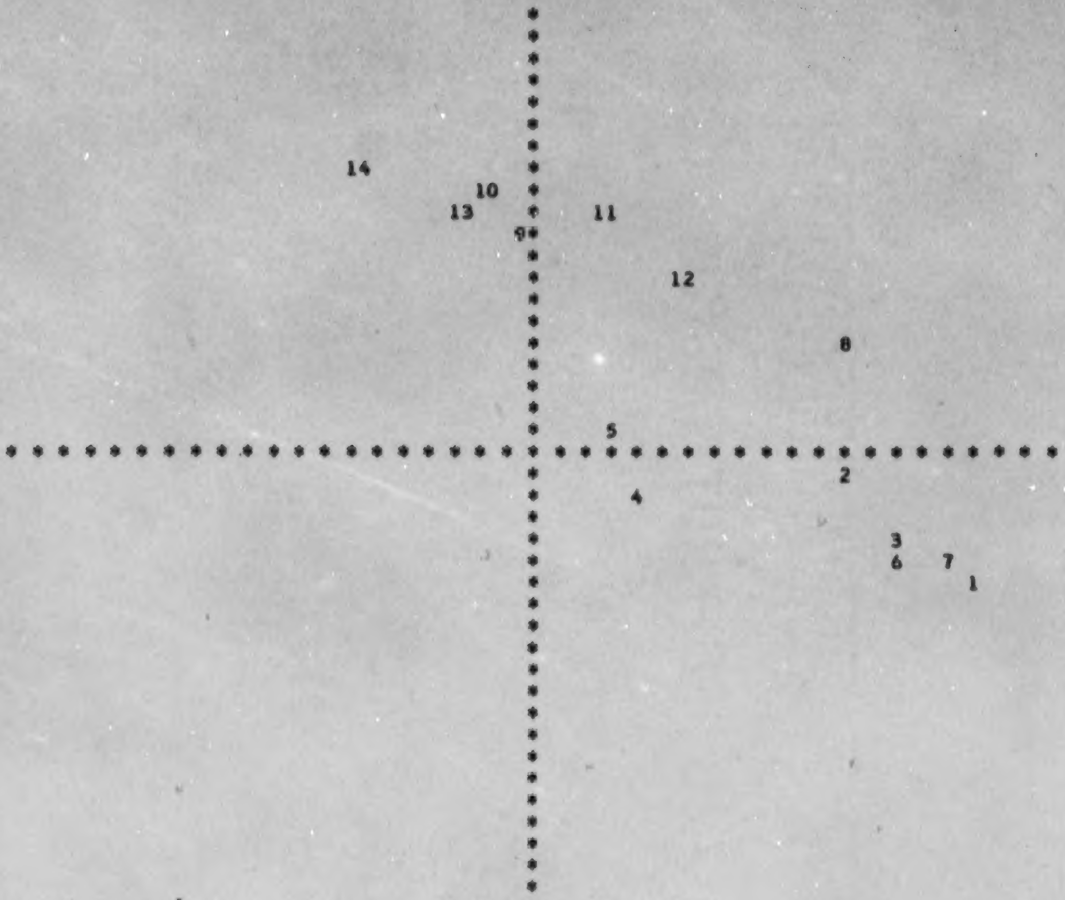


```
MISX Y STUDENTS TOTAL                                                        04-20-78

FILE    MISCY    (CREATION DATE = 04-20-78)    (MISC Y FROM S1 AND S4)

                    HORIZONTAL FACTOR  2     VERTICAL FACTOR  3
```



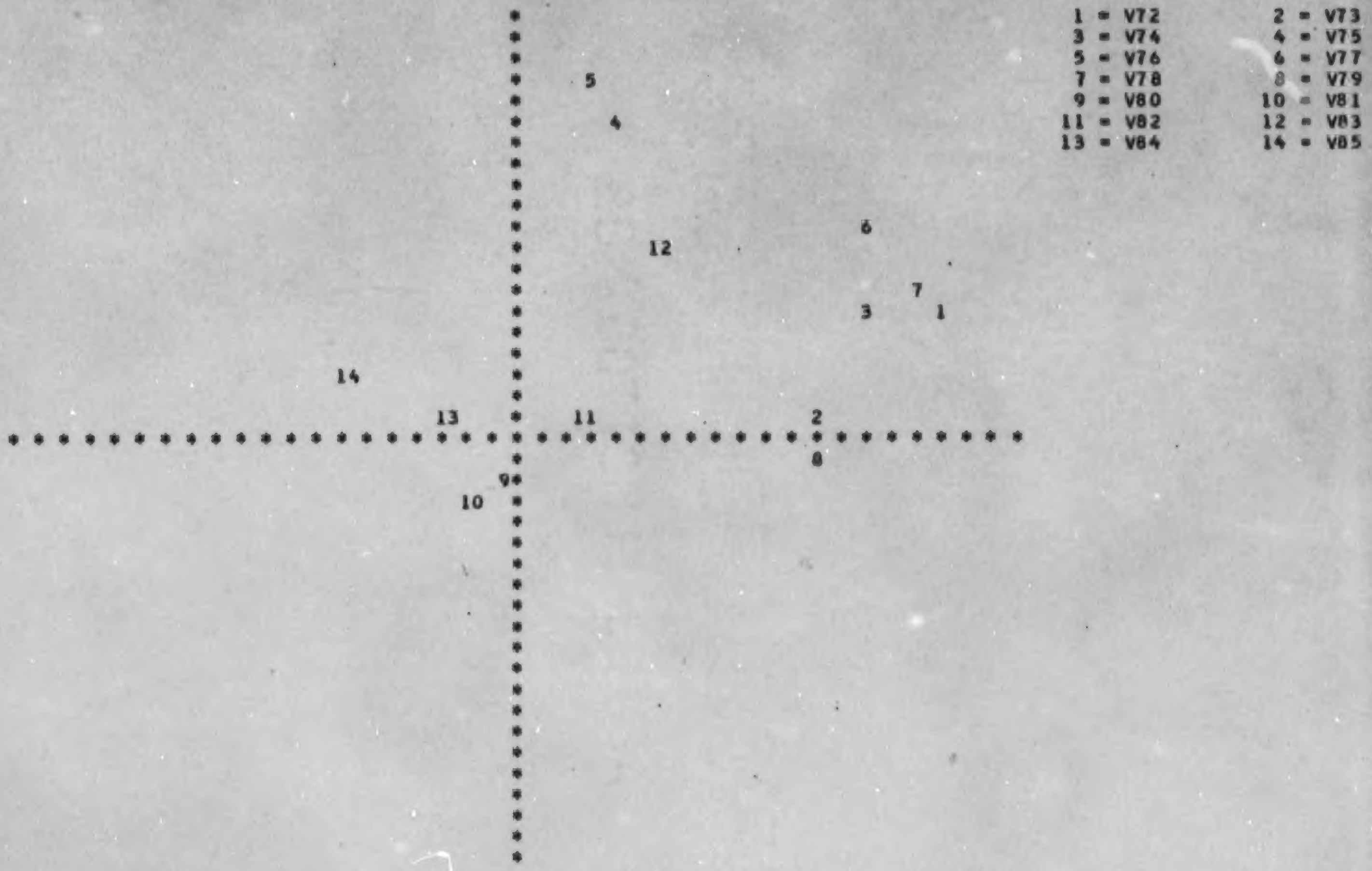
```
 1 = V72        2 = V73
 3 = V74        4 = V75
 5 = V76        6 = V77
 7 = V78        8 = V79
 9 = V80       10 = V81
11 = V82       12 = V83
13 = V84       14 = V85
```

```
MISX Y STUDENTS TOTAL                                                                          04-20-78

FILE   MISCY    (CREATION DATE = 04-20-78)   (MISC Y FROM S1 AND S4)

                        HORIZONTAL FACTOR  1     VERTICAL FACTOR  3
```



```
1 = V72          2 = V73
3 = V74          4 = V75
5 = V76          6 = V77
7 = V78          8 = V79
9 = V80         10 = V81
11 = V82        12 = V83
13 = V84        14 = V85
```

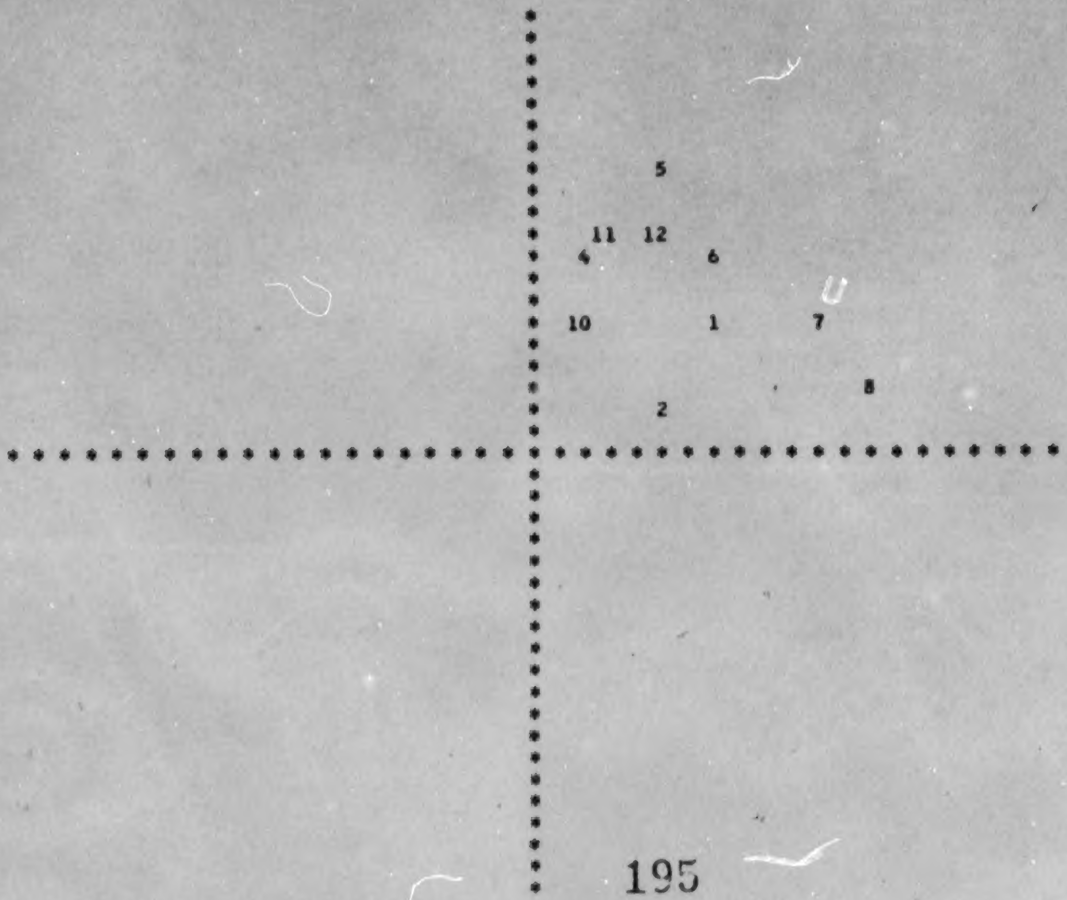
```
MISX Y STUDENTS TOTAL                                                    04-20-78

FILE   MISCY    (CREATION DATE = 04-20-78)   (MISC Y FROM S1 AND S4)

               HCRIZONTAL FACTOR  1      VERTICAL FACTOR  2
```



193 916

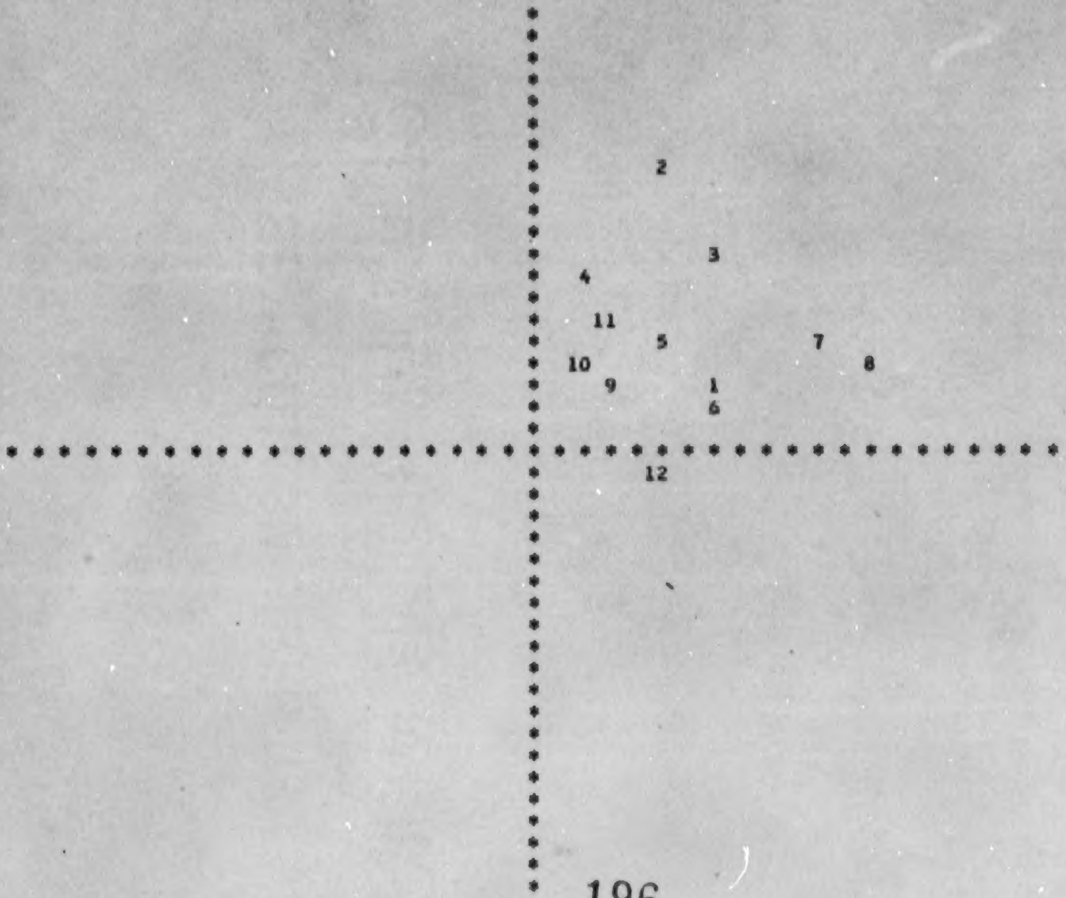
```
STUDENT FORM S1                                                                                        04-21-78

FILE    S1        (CREATION DATE = 04-21-78)   (STUDENT FORM S1)

FACTOR SCORE COEFFICIENTS



               FACTOR  1   FACTOR  2   FACTOR  3

V1              0.12109     0.05110    -0.02429
V2              0.01907    -0.16448     0.52737
V3              0.07174     0.06909     0.19728
V4             -0.11841     0.16360     0.18044
V5             -0.02677     0.30936    -0.00746
V6              0.12989     0.14529    -0.10696
V7              0.29038    -0.01295     0.01914
V8              0.45449    -0.12893    -0.02897
V9             -0.02946     0.17323    -0.00654
V10            -0.01885     0.06276     0.04443
V11            -0.07808     0.19348     0.08369
V12             0.05539     0.20860    -0.13762
```

```
DENT FORM S1                                                                                04-21-78
E   S1       (CREATION DATE = 04-21-78)   (STUDENT FORM S1)

                    HORIZONTAL FACTOR  1     VERTICAL FACTOR  2
```



```
 1 = V1        2 = V2
 3 = V3        4 = V4
 5 = V5        6 = V6
 7 = V7        8 = V8
 9 = V9       10 = V10
11 = V11      12 = V12
```

```
STUDENT FORM S1                                                                04-21-78
FILE    S1        (CREATION DATE = 04-21-78)    (STUDENT FORM S1)

                      HORIZONTAL FACTOR  1      VERTICAL FACTOR  3
```

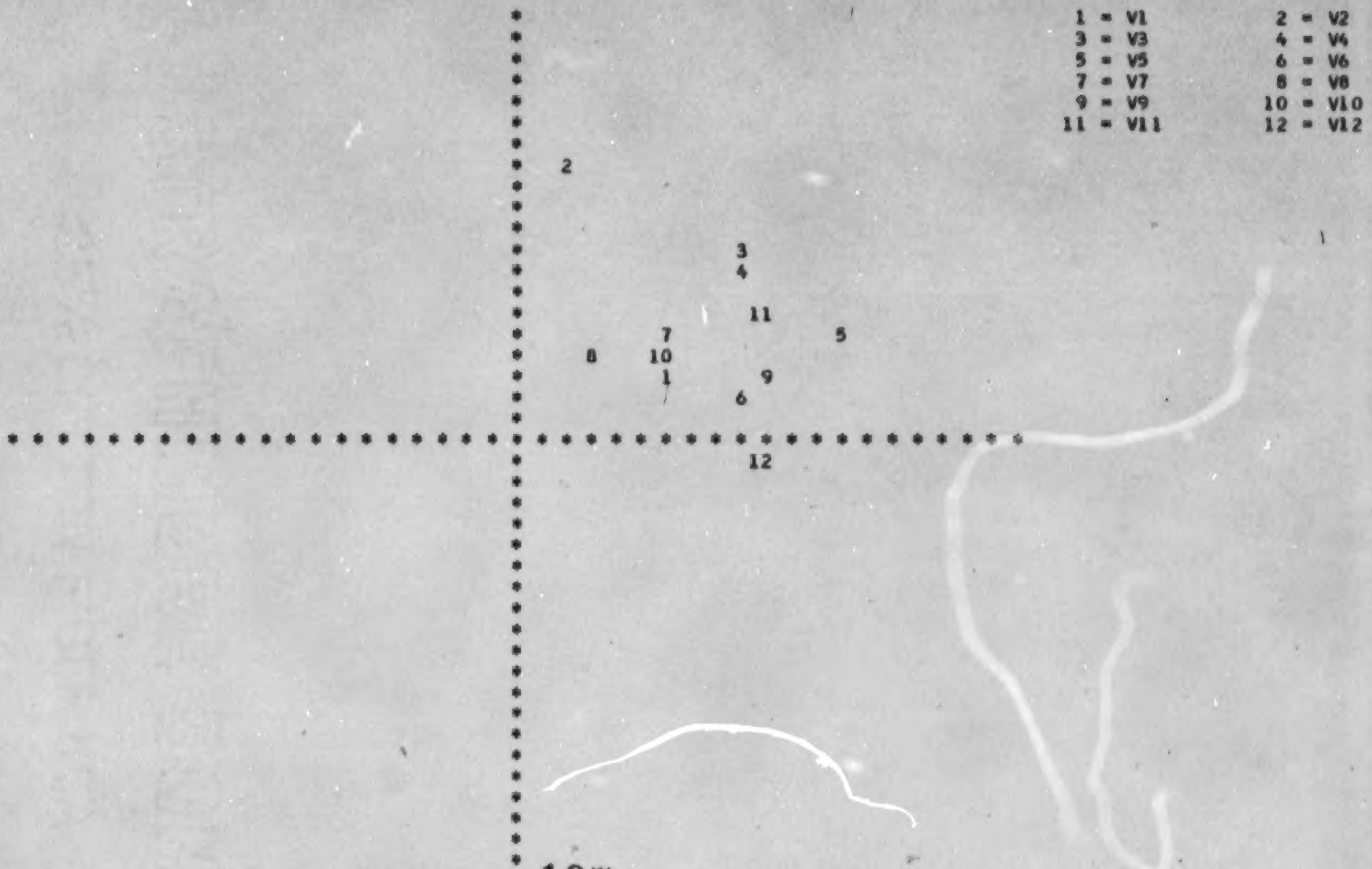


```
 1 = V1        2 = V2
 3 = V3        4 = V4
 5 = V5        6 = V6
 7 = V7        8 = V8
 9 = V9       10 = V10
11 = V11      12 = V12
```

STUDENT FORM S1 04-21-78

FILE S1 (CREATION DATE = 04-21-78) (STUDENT FORM S1)

HORIZONTAL FACTOR 2 VERTICAL FACTOR 3

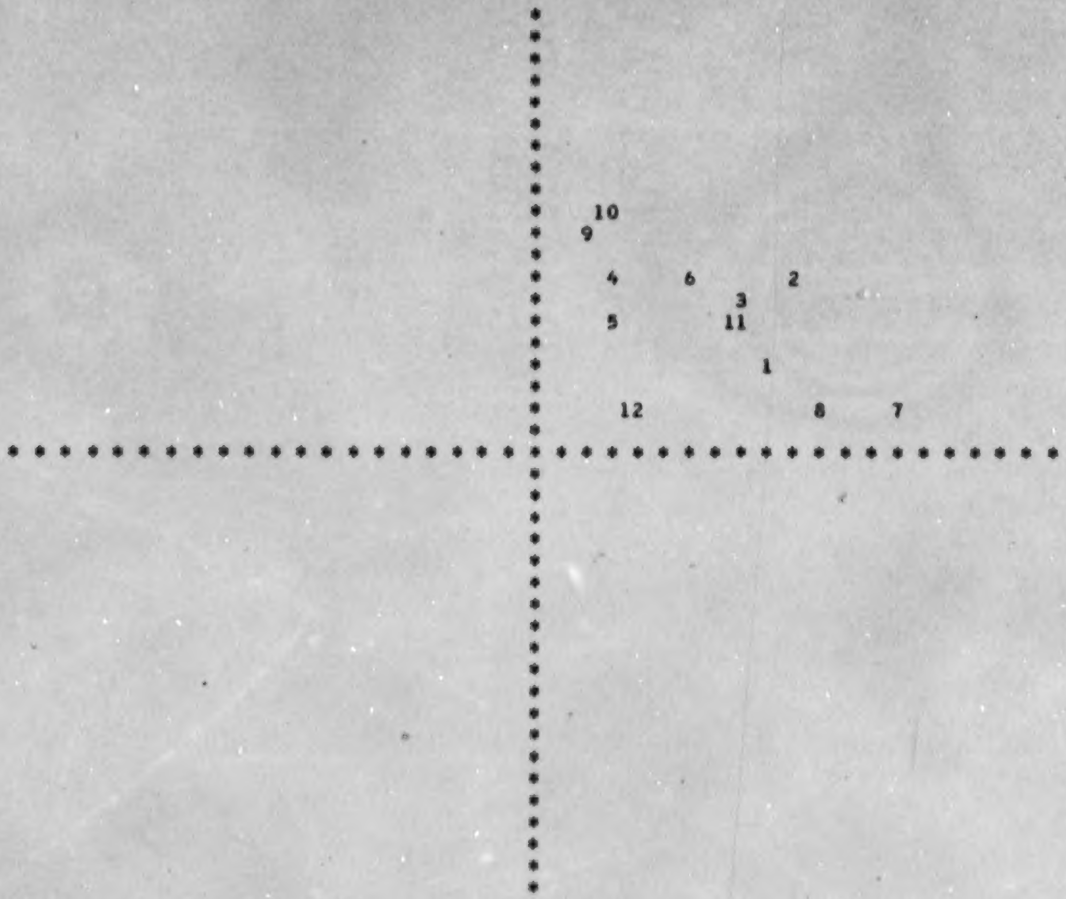


```
STUDENT FORM S1                                                                      04-21-78

FILE    S1        (CREATION DATE = 04-21-78)    (STUDENT FORM S1)

FACTOR SCORE COEFFICIENTS


             FACTOR   1   FACTOR   2   FACTOR   3

V13            0.15936    -0.00936      0.02345
V14            0.20008     0.19038     -0.20916
V15            0.12197     0.12050     -0.04265
V16           -0.06247     0.15588      0.19076
V17           -0.03714     0.10214      0.16542
V18            0.07476     0.16781     -0.09943
V19            0.42302    -0.14357      0.06799
V20            0.21042    -0.08360      0.04318
V21           -0.06001     0.23883      0.01644
V22           -0.09372     0.33367      0.08129
V23            0.11201     0.04599      0.14015
V24           -0.01416    -0.08805      0.41778
```

STUDENT FORM S1 04-21-78

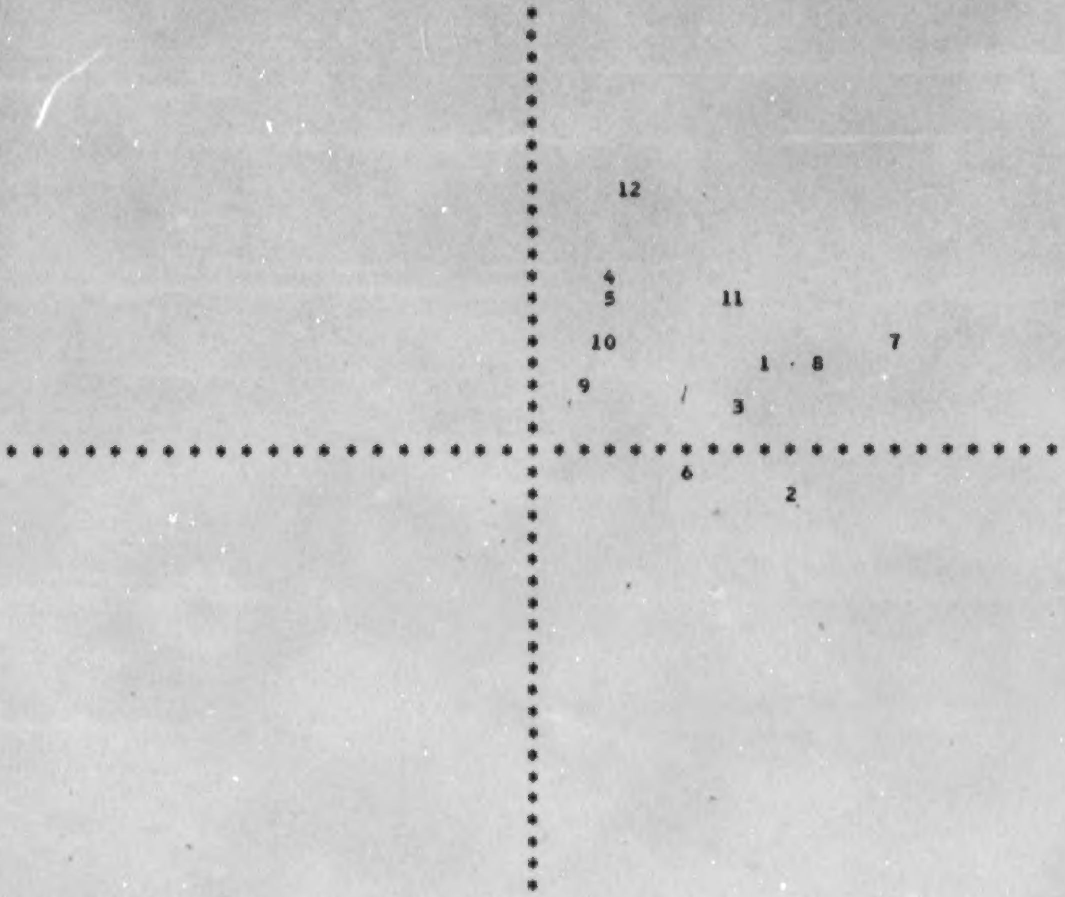
FILE S1 (CREATION DATE = 04-21-78) (STUDENT FORM S1)

HORIZONTAL FACTOR 1 VERTICAL FACTOR 2



1 = V13
2 = V14
3 = V15
4 = V16
5 = V17
6 = V18
7 = V19
8 = V20
9 = V21
10 = V22
11 = V23
12 = V24

```
STUDENT FORM S1                                                                              04-21-78

FILE   S1       (CREATION DATE = 04-21-78)   (STUDENT FORM S1)

                        HORIZONTAL FACTOR  1     VERTICAL FACTOR  3
```

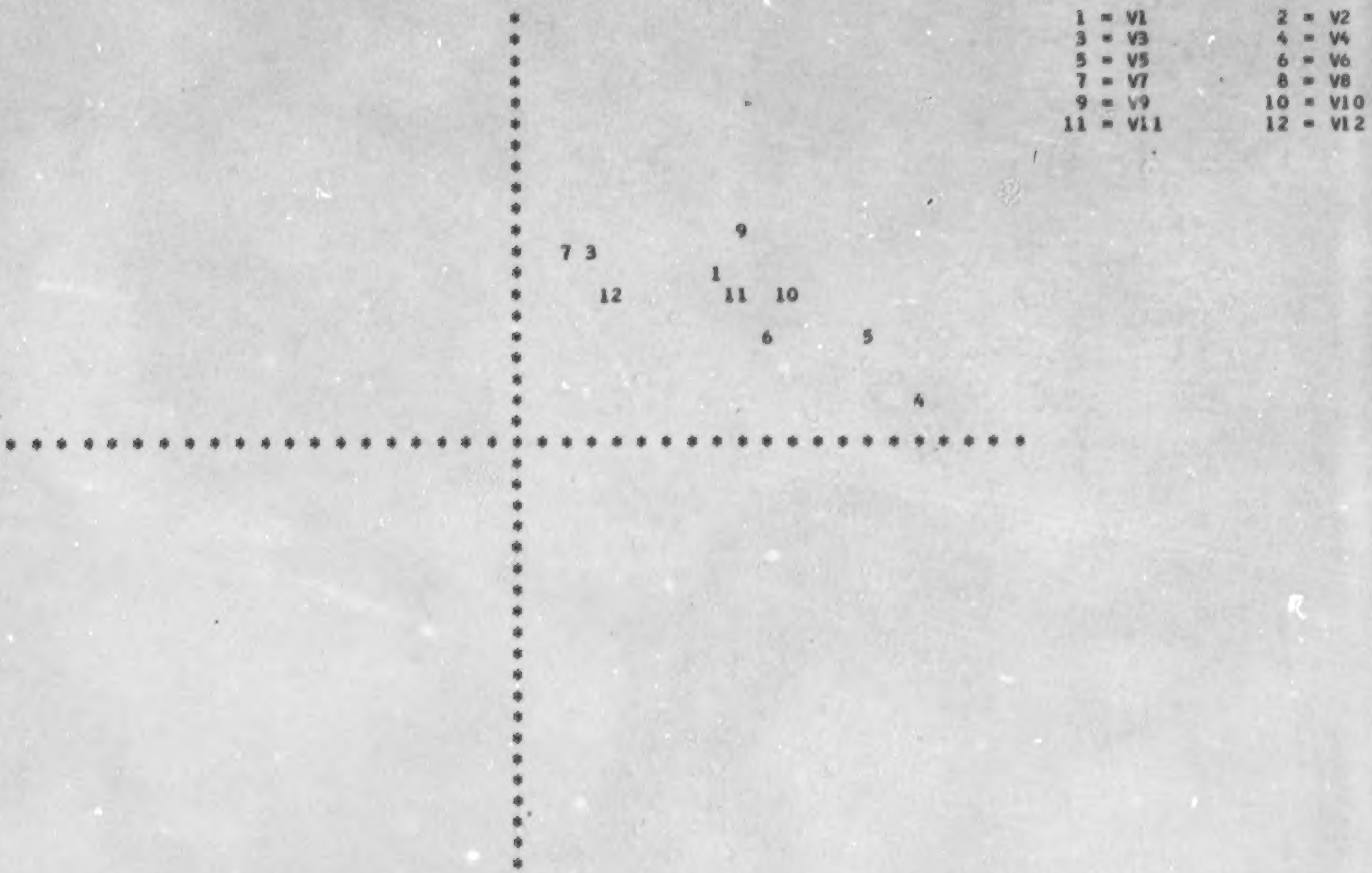


```
 1 = V13     2 = V14
 3 = V15     4 = V16
 5 = V17     6 = V18
 7 = V19     8 = V20
 9 = V21    10 = V22
11 = V23    12 = V24
```

200

923

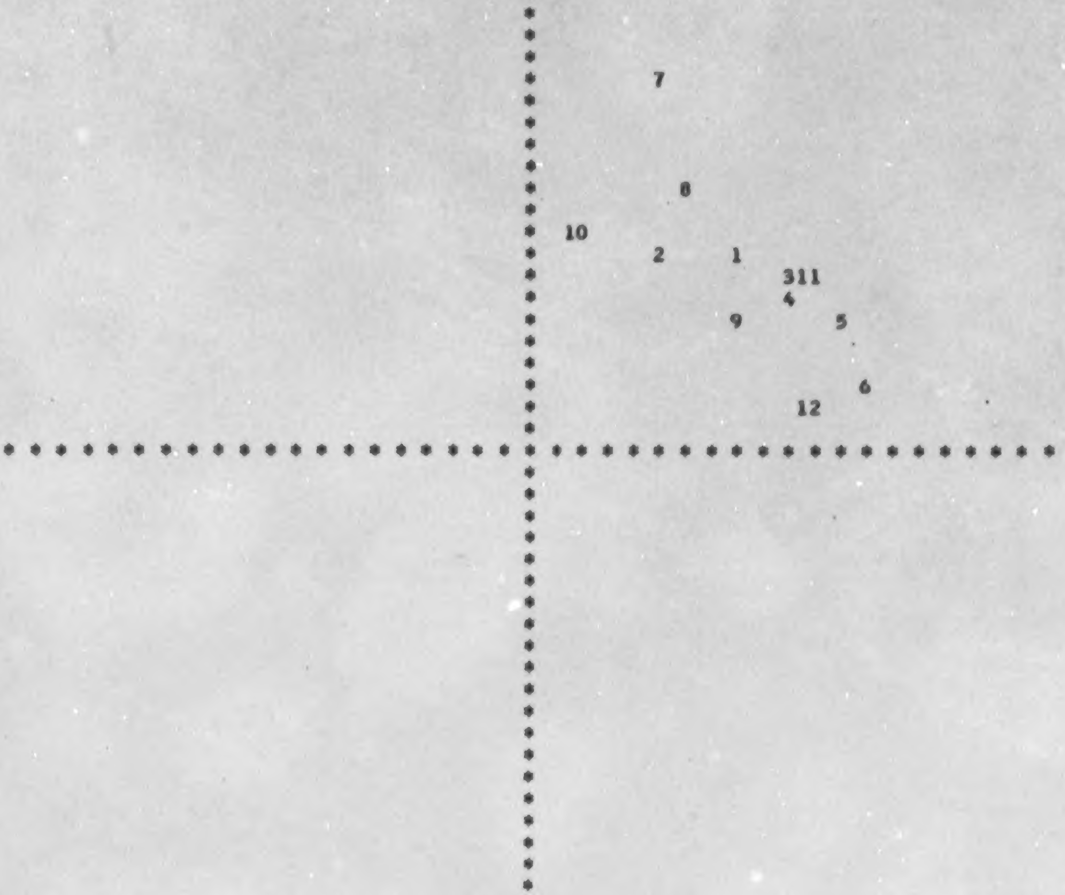
```
STUDENT FORM S2                                                                          04-21-78

FILE    S2        (CREATION DATE = 04-21-78)    (STUDENT FORM S2)

                       HORIZONTAL FACTOR  1     VERTICAL FACTOR  2
```



```
STUDENT FORM S2                                                                04-21-78

FILE   S2       (CREATION DATE = 04-21-78)   (STUDENT FORM S2)

FACTOR SCORE COEFFICIENTS



              FACTOR  1   FACTOR  2

V13           -0.19292     0.56003
V14            0.00265     0.32031
V15            0.05422     0.05190
V16            0.16078     0.01424
V17            0.27019    -0.08575
V18            0.13724    -0.04069
V19           -0.06437     0.16379
V20            0.05064     0.06204
V21            0.16105    -0.03021
V22            0.24192    -0.04521
V23            0.19337    -0.01945
V24            0.17312    -0.04901
```

```
STUDENT FORM S3                                                                    04-21-78

FILE     S3        (CREATION DATE = 04-21-78)    (STUDENT FORM S3)

FACTOR SCORE COEFFICIENTS



             FACTOR   1   FACTOR   2

V13           0.08275      0.06495
V14           0.00931      0.10877
V15           0.14913      0.01767
V16           0.14845      0.01164
V17           0.24402     -0.03258
V18           0.29469     -0.12014
V19          -0.18664      0.61929
V20          -0.01114      0.15885
V21           0.08279      0.01822
V22          -0.05029      0.14740
V23           0.17170      0.04912
V24           0.22288     -0.08756
```

```
STUDENT FORM S3                                                                    04-21-78

FILE    S3        (CREATION DATE = 04-21-78)    (STUDENT FORM S3)

                        HORIZONTAL FACTOR  1     VERTICAL FACTOR  2
```



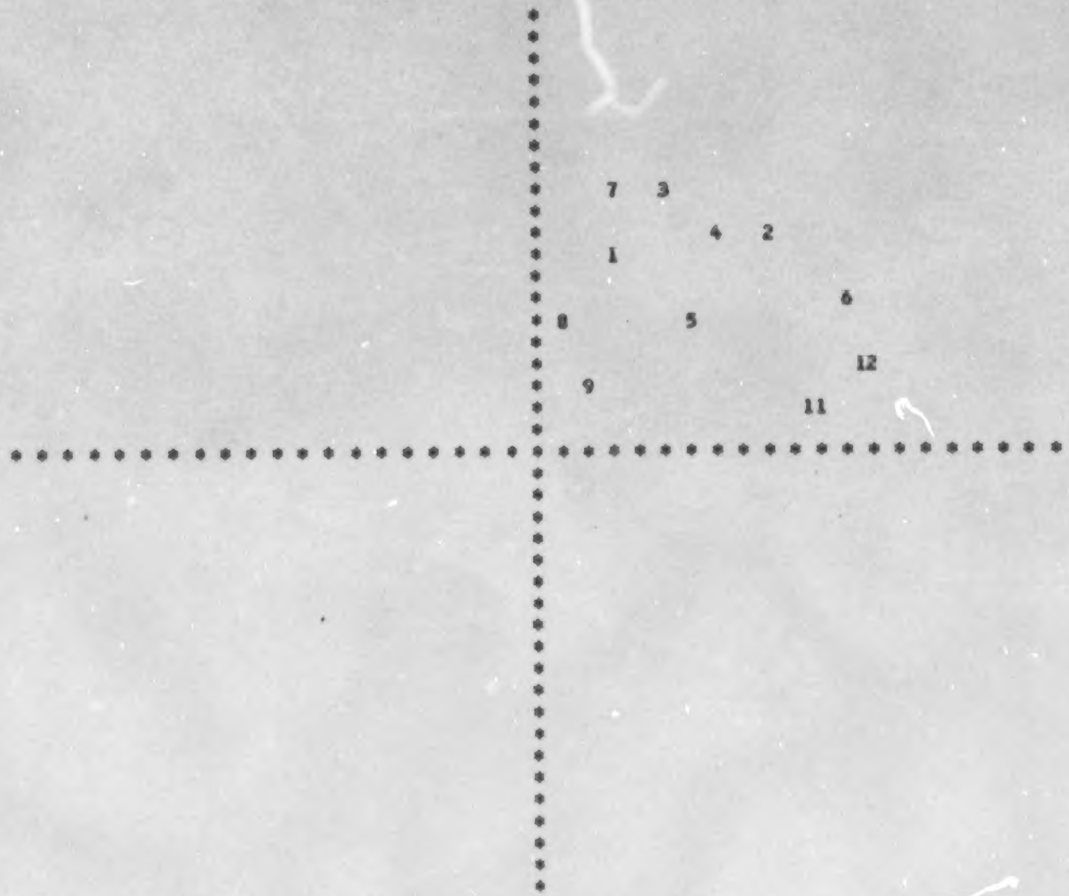
```
 1 = V13         2 = V14
 3 = V15         4 = V16
 5 = V17         6 = V18
 7 = V19         8 = V20
 9 = V21        10 = V22
11 = V23        12 = V24
```

```
STUDENT FORM S4                                                                                04-21-78

FILE    S4       (CREATION DATE = 04-21-78)   (STUDENT FORM S4)

FACTOR SCORE COEFFICIENTS


                 FACTOR  1   FACTOR  2   FACTOR  3

V1               -0.05406     0.16882     0.07232
V2                0.09728     0.17983    -0.02020
V3               -0.04308     0.29221    -0.01409
V4                0.07676     0.22129    -0.12438
V5                0.03411     0.01974     0.20096
V6                0.24419     0.06880    -0.14079
V7               -0.11896     0.30145     0.09072
V8               -0.06999     0.06489     0.15184
V9               -0.08179    -0.06619     0.44334
V10               0.29616    -0.09593     0.06807
V11               0.24463    -0.17027     0.22175
V12               0.28948    -0.03122    -0.09346
```

STUDENT FORM S4 04-21-78

FILE S4 (CREATION DATE = 04-21-78) (STUDENT FORM S4)

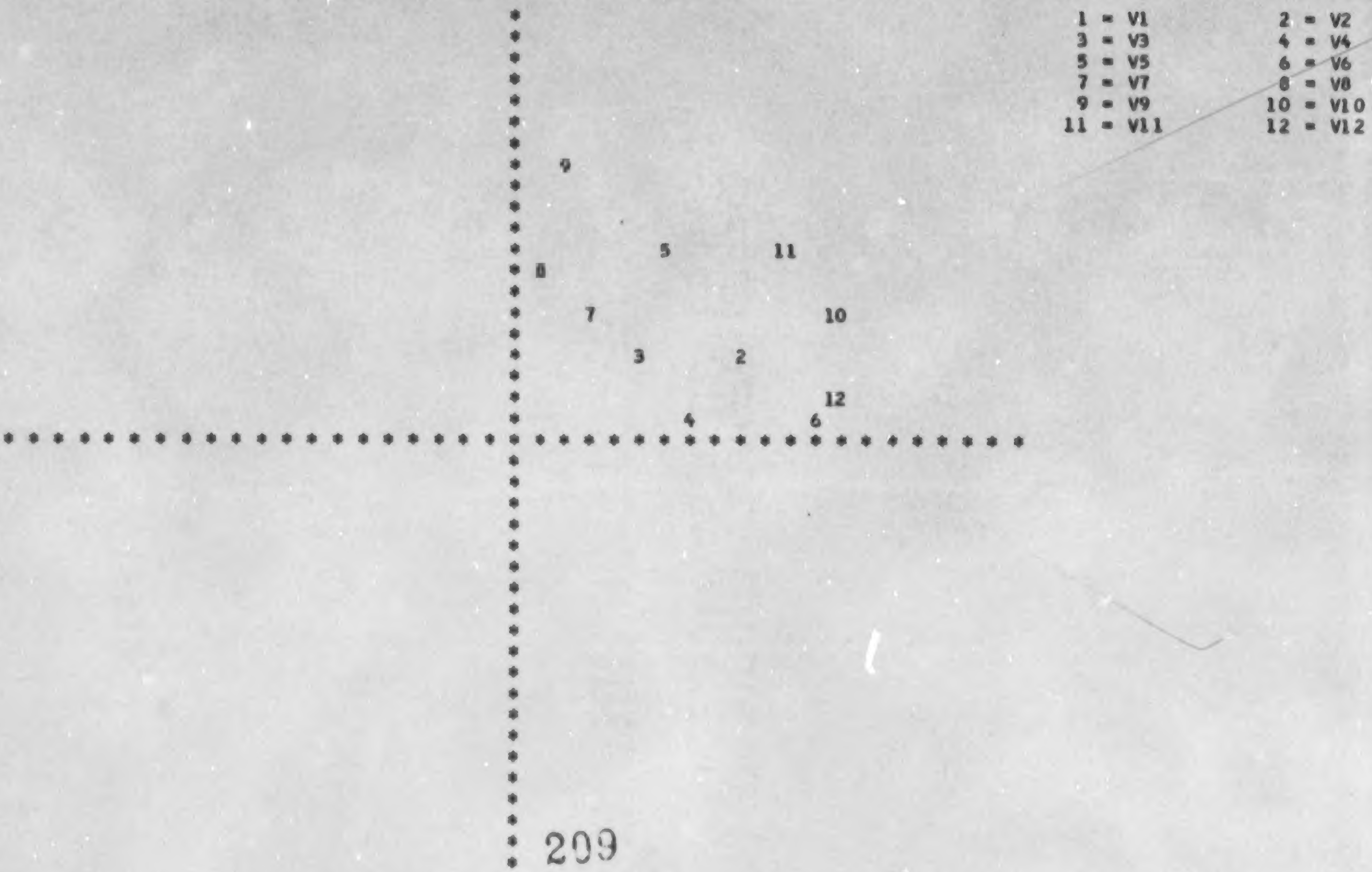
HORIZONTAL FACTOR 1 VERTICAL FACTOR 2



1 = V1
3 = V3
5 = V5
7 = V7
9 = V9
11 = V11

2 = V2
4 = V4
6 = V6
8 = V8
10 = V10
12 = V12

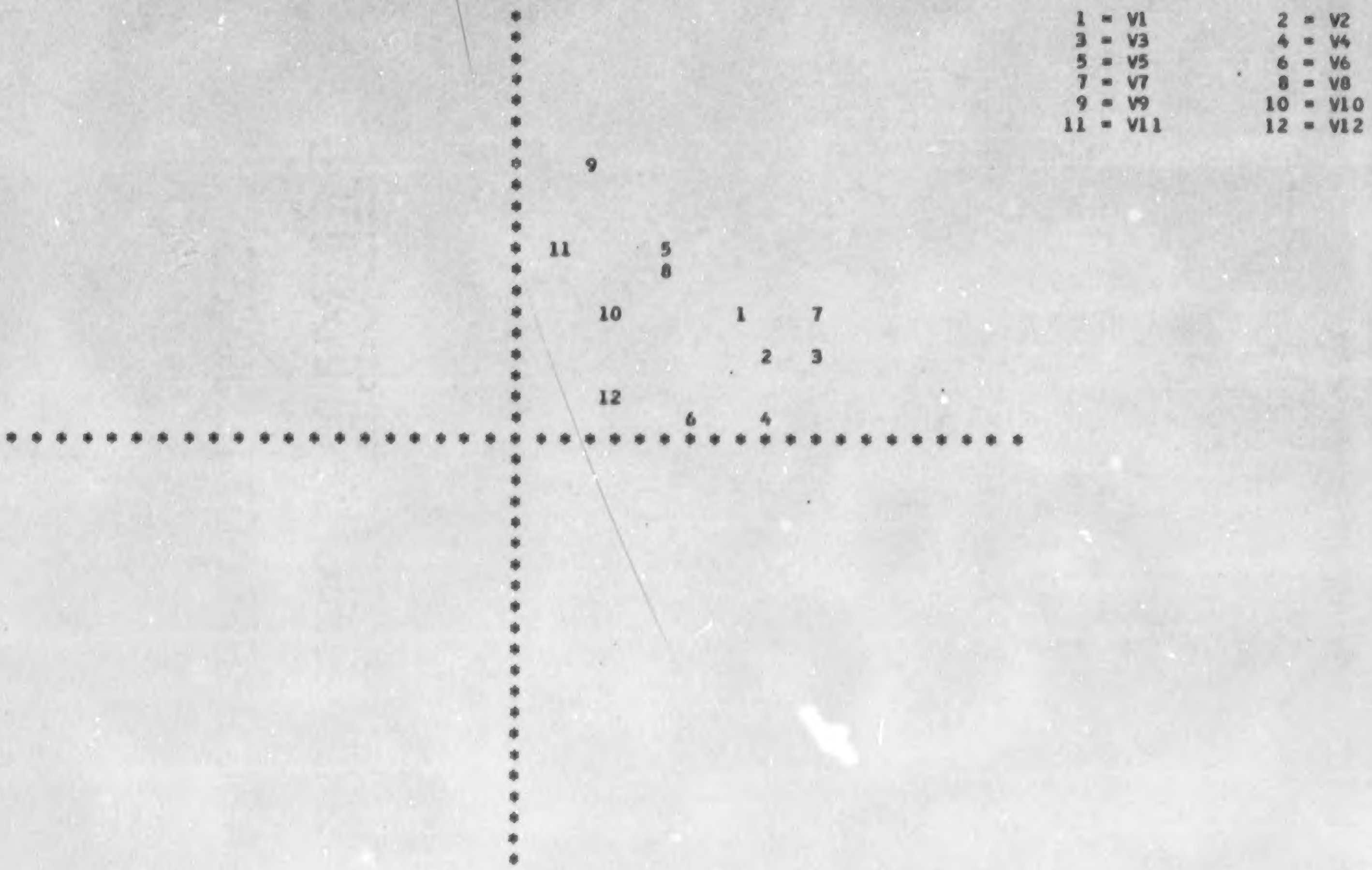
```
STUDENT FORM S4                                                                04-21-78

FILE    S4         (CREATION DATE = 04-21-78)    (STUDENT FORM S4)

                   HORIZONTAL FACTOR  1      VERTICAL FACTOR  3
```



STUDENT FORM S4 04-21-78

FILE S4 (CREATION DATE = 04-21-78) (STUDENT FORM S4)

HORIZONTAL FACTOR 2 VERTICAL FACTOR 3

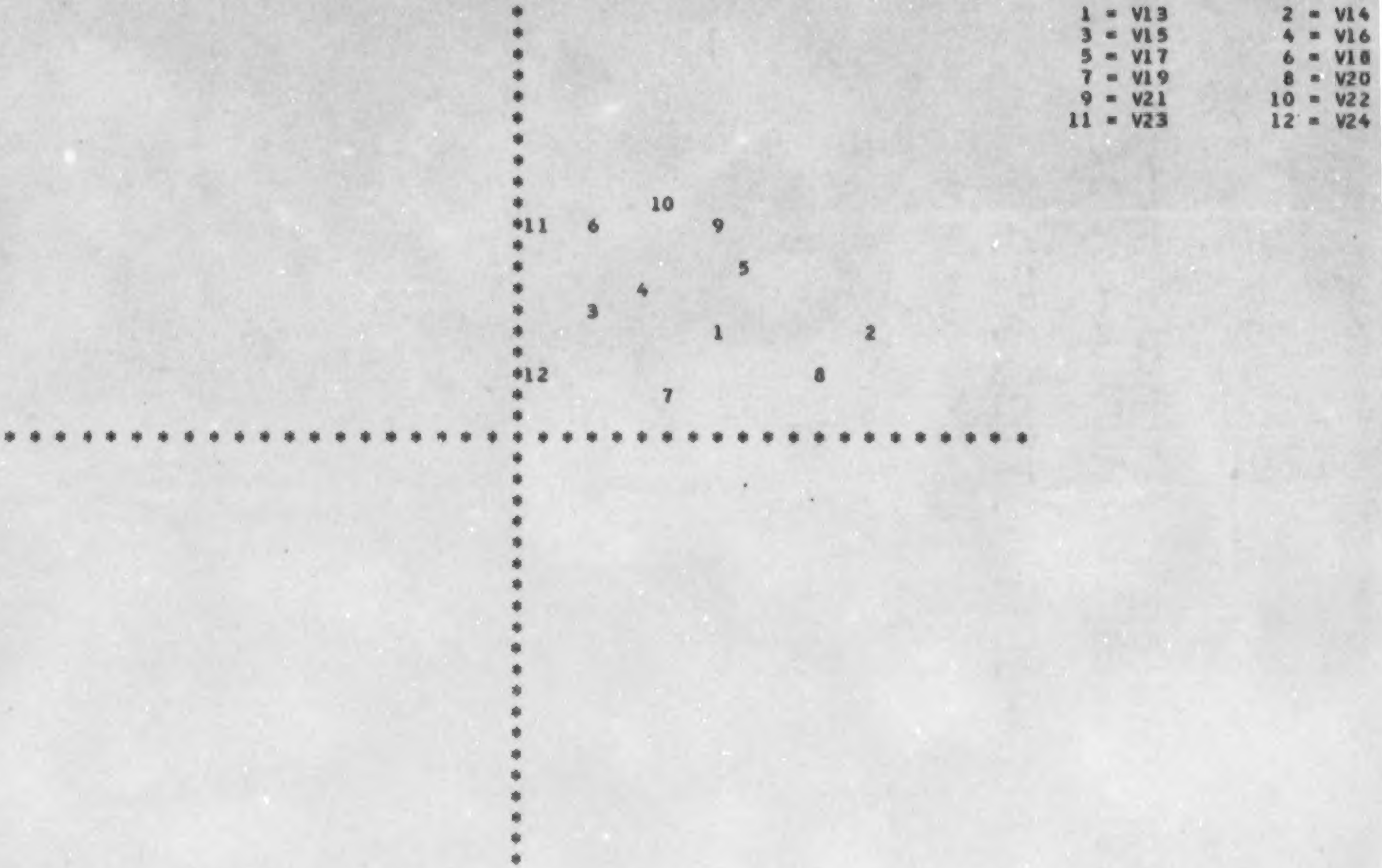


```
STUDENT FORM S4                                                                                  04-21-78

FILE    S4        (CREATION DATE = 04-21-78)   (STUDENT FORM S4)

FACTOR SCORE COEFFICIENTS



              FACTOR   1   FACTOR   2   FACTOR   3

V13             0.09620     0.01455     0.07004
V14             0.45939    -0.01635    -0.17806
V15            -0.03431     0.05810     0.15606
V16            -0.00596     0.11697     0.03947
V17             0.11035     0.13598    -0.02611
V18            -0.09714     0.22539     0.15150
V19             0.05689    -0.09202     0.25753
V20             0.33704    -0.19546     0.23090
V21             0.10207     0.20886    -0.07356
V22             0.03687     0.30553    -0.14797
V23            -0.14049     0.25722     0.11317
V24            -0.08131    -0.03883     0.33409
```

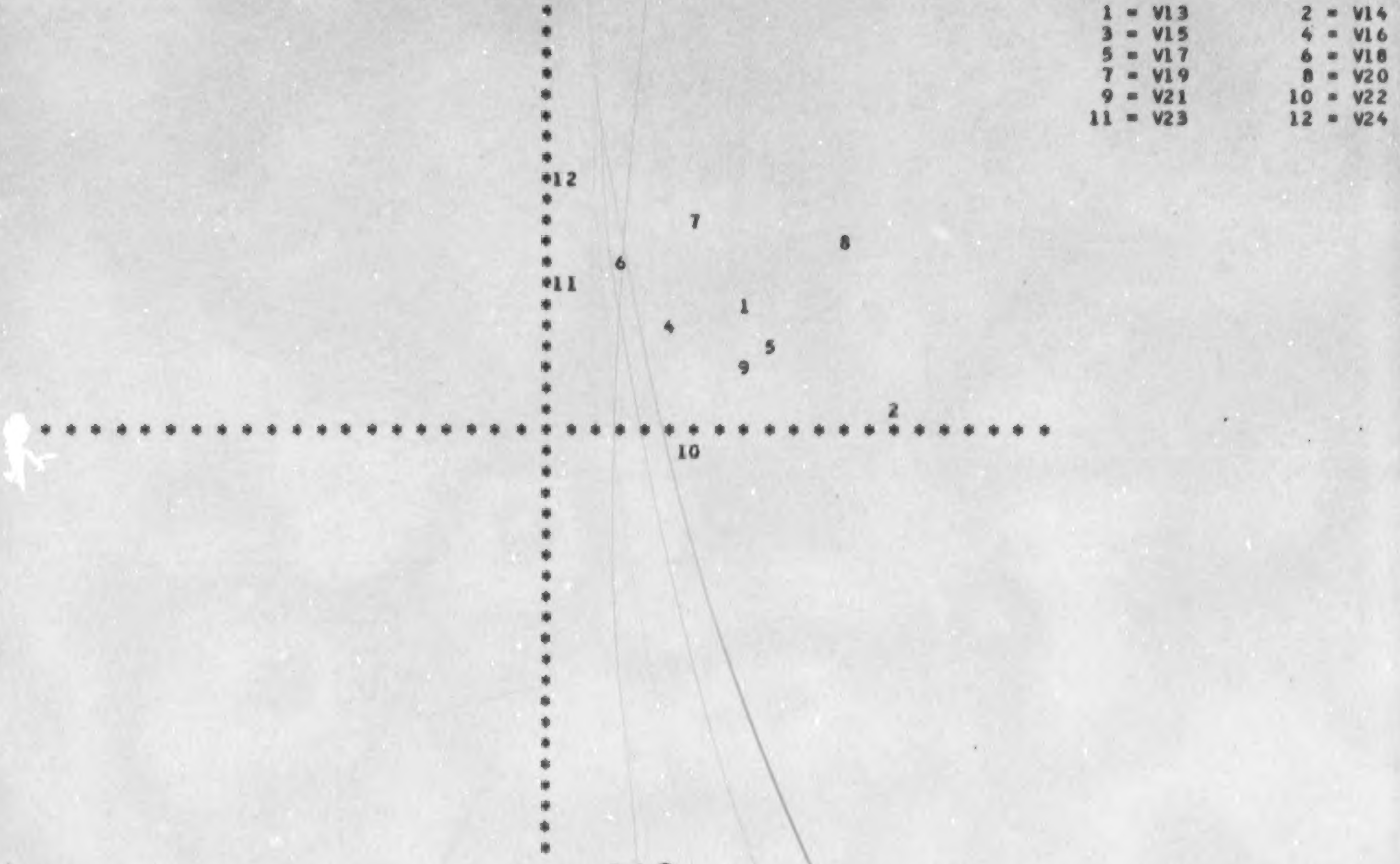
STUDENT FORM S4 04-21-78

FILE S4 (CREATION DATE = 04-21-78) (STUDENT FORM S4)

HORIZONTAL FACTOR 1 VERTICAL FACTOR 2



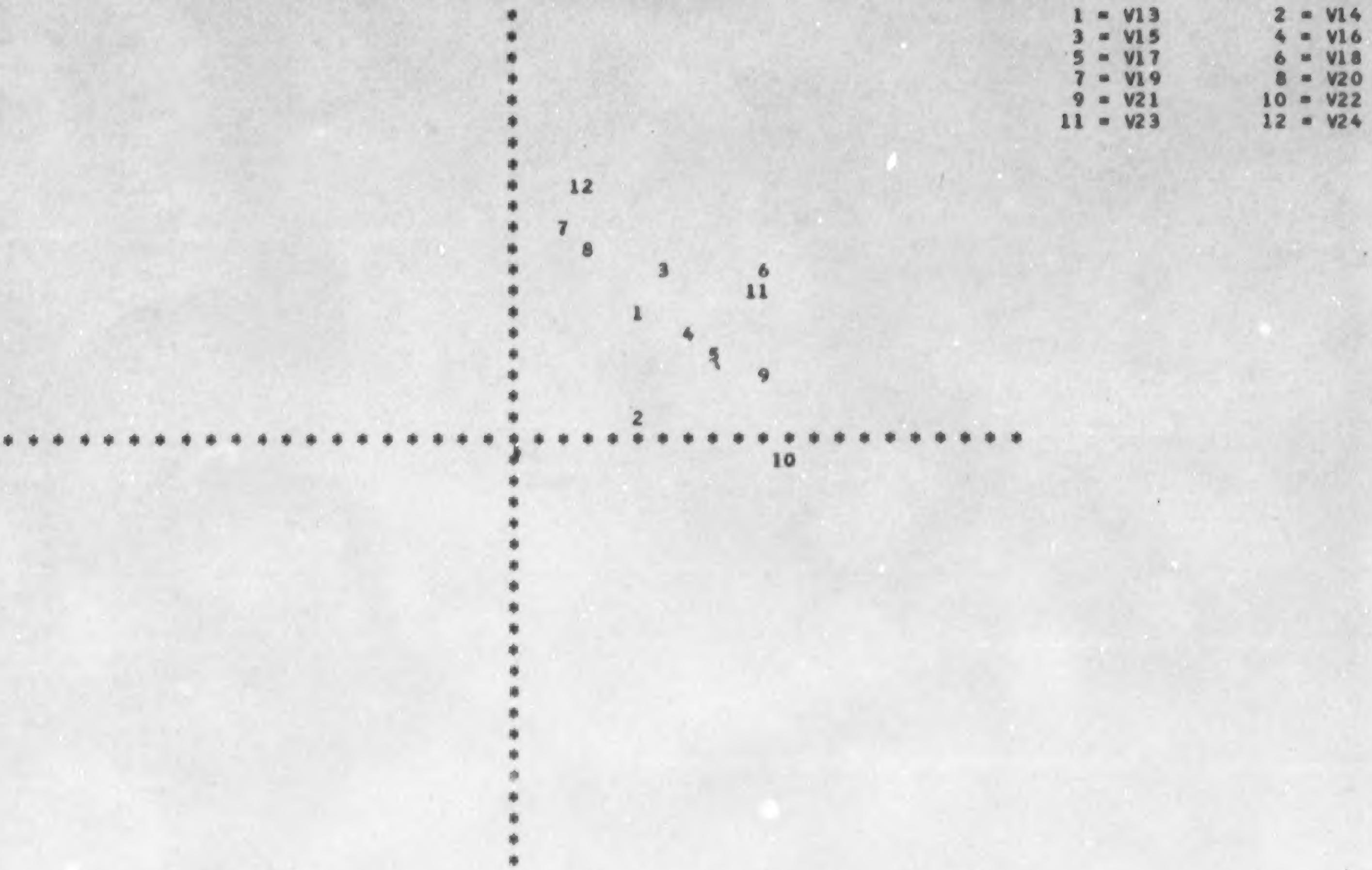
```
STUDENT FORM S4                                                04-21-78

FILE   S4      (CREATION DATE = 04-21-78)   (STUDENT FORM S4)

                 HORIZONTAL FACTOR  1     VERTICAL FACTOR  3
```



STUDENT FORM S4 04-21-78

FILE S4 (CREATION DATE = 04-21-78) (STUDENT FORM S4)

HORIZONTAL FACTOR 2 VERTICAL FACTOR 3



Interviewer's Report: 3

I enjoyed speaking with all the students. I was very interested in their background and found it easier to discuss that before going on to questions about the program. Most of the students seemed very eager to learn and be appreciative of anyone who would take the time to help them. They were noncritical and so positive that I wondered whether this was an accurate observation on my part. Another consideration is that the teacher of the students I interviewed is blind and that their relationship to her, I am sure, is quite unique. They expressed very warm feelings toward her and her teaching skills.

One of the difficulties I encountered was the language problem. Dealing with abstractions and certain concepts was so difficult that I tried to make the interview as "painless" as possible. In many cases I tried to understand what wasn't said and hope I didn't make too many faulty assumptions.

Also, because of their backgrounds, I felt that some of the students were not used to being candid about their feelings, especially to someone they had never seen before. Because all of these people had undergone changes in their lifestyle by coming to this country, they were still adjusting to the change and could not discuss future changes except for educational or vocational aspirations. In terms of the written survey, very little was said except for an interest in the language and the words.

Many of the students were unsure of their language and apologized for not being able to speak better. But with all of their insecurity, they were very willing to try to express themselves and to ask questions when they weren't sure of my meaning. I felt that these students were highly motivated, curious and friendly.

In many instances my evaluations of the students are based on my own perceptions.

Lisa: female, age 72

Lisa is a remarkable 72-year old woman from a small town in Russia. She lived for 69 years in the same house she was born in. She said that when the government took over her house many years ago, they left her with a small apartment in it. She worked as a bookkeeper after her high school education, but when she applied for permission to come to America she was living on a pension. She said it was not difficult for someone of her age to leave the country but that was not usually the case.

She came to the U.S. because of her brother who had been living here for 53 years. She had never married and had no family left in Russia. Now she is sharing a home with her brother who is 80 years old.

Since her arrival in this country, Lisa had been studying English and has attended ESL classes for the past two years. She heard about the program from a friend and depends on transportation from another member of her class. She says she is taking the class "because it is necessary to know the language even at *my* age." She only speaks Russian to her brother so likes to have the opportunity to speak English. She seems very satisfied with the program, likes the teacher and her classmates and feels comfortable in the classroom situation. She asked me several questions about words and grammar and appreciated any help I could give her which I think must be her attitude in class. She is very eager to learn even at her age.

She said that she feels she is making progress in her learning. "My pronunciation is not bad, but I have the greatest difficulty with the grammar."

955

She plans to continue taking the class and when she knows English better she hopes to do more things in the community. Her best experience in the class has been when the teacher has conversation with the students, not just teaching the grammar. "I speak how I feel, without rules," she says.

Needless to say, I was very impressed by this woman. She also seemed very interested in me, and the interview began by her interviewing me. She said that she had more troubles than happiness but I felt that because of her eagerness to learn and inquisitive mind, she was not about to give up. In fact, she felt confident of meeting the challenge of the language and perhaps other challenges. It sounded like throughout her life she met with frustration and felt powerless. Somehow, she has remained hopeful and vital. Perhaps her age afforded her this strength of character. At the end of our interview, she said she enjoyed talking with me, and when I tried out my 1½ years of college Russian on her, she had a good laugh.

Miriam: female

Miriam is originally from Iraq where she finished high school and two years of college. She was going to be a teacher but instead decided to get married. She explained that in Iraq the women do not, as a rule, work outside the home. Miriam now has four children and has been in the United States for only eight months. Although she had completed some English lessons in high school, it was not enough to remember much of it.

Her command of the language is quite limited. She said that she has difficulty communicating with people who come to her door, handling telephone calls and talking to her neighbors. She said, "I was sad because I could not speak with the neighbors. She was taking the ESL class so that she could eventually learn the language and so that she could work as a cashier to help her husband earn more money. She seems quite concerned about how well and how fast she would learn and that one of her neighbors wondered why she took so long learning the language. She did not have the patience to listen to Miriam. She said, "I am a good student. I like to learn, but I don't learn fast." She was surprised that I could understand her but I had difficulty helping her understand the questions I asked her. Many of them I could not ask.

The survey that she took was translated to her in Arabic which she appreciated a great deal. She is very satisfied with her class and teacher and as a result sees herself as getting closer to her goals. She said she is very busy but would like to find other ways to learn and practice the language at home. She said that sometimes in class she does not understand what the teacher is saying and cannot always ask questions. Overall, she is very happy with the program which also provides nursery facilities for her youngest child whom she brings with her. She said that she would not be able to attend without this additional service. She was glad that a neighbor had told her about the ESL class and the nursery.

Miriam seems to be a very eager and serious student, not wanting to waste time. She said she felt badly not being able to read the notes her children's teachers would send home. She would have her brother translate them for her but now she says she wants to be more independent. She is somewhat unsure of her ability to learn the language well and apologized for not being able to speak better. She sppreciates the encouragement that others give her and seems proud of her accomplishments so far. As a wife and mother of four children, she is very busy and capable enough to take on the challenge of learning English and taking on a job outside of the home. She likes the reassurance that she is doing fine but I feel that she possesses a great deal of confidence after all.

Takko: female

Takko has been in the United States for 15 years. She is very pleased with the program in which she has participated for three years. For one year she attended the International Institute when she lived in Detroit. She first heard about this program from a friend who has since dropped out because of employment demands. In Japan, while she was growing up during the war, English was not taught in the schools. It wasn't until after her two daughters, now 13 and 9, started growing up that she decided to learn English. In Japan she had completed junior college, not so much to gain employment, but to be in a better position for marriage. When her husband, who is a microbiologist, got a promotion at the hospital, Takko had to entertain more and socialize more, so she knew she had to improve her English. When her children started to bring home friends, she felt that they became embarrassed because of their mother's English.

For a long time Takko spent her time at home where speaking English was not a priority. In Japan, she says the wives stay home more. In America they are much more active outside the home.

Takko's biggest problem in learning is pronunciation. Grammar used to be a problem for her but she feels she is doing well. "I study hard," she says.

Takko gives the impression of being very efficient and knowing just what she wants to do. She also seems to feel good about what she is doing. "I was taught to be a good housewife," she said. She is also active in the community, participating in a local study club and being a lunchroom aide at school. She is enrolled in another class in the adult education program to help improve her reading skills. She said that she does not see herself in needing to change her lifestyle except for becoming more "active" as a housewife. She seemed quite satisfied with the way she is now. She said she appreciated the interview and liked having conversations in English.

Eman: female, age 17

Eman is a very enthusiastic 17-year-old from Iraq. She has been in the United States for eight months and has been enrolled in the ESL program for six months. She is very positive about the program. She appreciates her teachers and seems very positive about herself. Before she came to the Unites States she had been attending high school where she studied English for 11 years. She said that school was very important to her in Iraq and that her homework took her 14 hours to do. Of all the students I interviewed, she was the most fluent and also the youngest. She is also enrolled in an American history and American government class for high school credit. She appears to be very intelligent and very eager to learn. She learned about the program from a friend who dropped out because of employment commitments. When she took the survey, which she said she liked, she was the first one to complete it. She seems to feel confident about herself and is highly motivated.

One of Eman's goals is to attend a university to become a dentist. She feels that this is something she would enjoy doing and something her family encourages her to do. Her brother, who is an engineer, also helps her with her homework and has shown her the importance of school.

She plans to continue in the program for another two years and then to go the university. She thinks that the teachers here are better than in Iraq. "They listen to me. I feel happy. They are like friends," she said.

Eman says that her biggest problem so far has been leaving her friends and relatives behind in Iraq. She feels that she is a "good" daughter and good student. "I like school. I do my homework. I try hard," she said. She appears to be a very pleasant person with an easy smile. I think she sees her goals as attainable because of her confidence in her abilities.

Eva: female

Eva is originally from Israel and has been in the United States for 10 years. She said that when she took the written survey she wanted to have more time to examine the questions so that she could understand each word. She said she would like to have had a copy to take home with her.

Eva said she was satisfied with the ESL program but did not seem as enthusiastic as all the others I had interviewed. She said, however, that she has been learning during her four years in the program. She conveyed to me the feeling that she holds back her trust in people outside of her family. She spoke of needing to protect her children from unsafe conditions in her neighborhood, not letting them play outside and driving them to and from school. I got the impression that perhaps she had experienced some unpleasant situations and needed to take precautions. She said that she preferred leading a quiet life and keeping to herself. She felt that families were not close here.

She expressed some regrets for having left Israel but because her brother-in-law encouraged them to come they thought they would do better here.

Eva would like to work when her children, now 11 and 8, are older. She has thoughts of opening a card store and also has artistic ability herself. She feels that learning English will help her towards these goals.

Education is very important to Eva. She has taken her children by bus and train to many historical places in the United States. She said she is very determined when it comes to doing what she thinks is right.

One thing Eva said she would like to change about herself is her desire to keep moving around. She feels that because she thinks that she will be moving, she never gets a sense of belonging and of putting down roots. A few years ago Eva and her family moved to California where they enjoyed the climate and the people, who were "more like Israelis," but things didn't work out there and they had to move back here.

She also said that she would feel more useful working outside of the home. Right now learning English is something for her to do. "It gets me out of the house. I don't like to see the kitchen all day, to eat and get fat," she said. She also said she would like to be able to have more fun in her life, to entertain more and to feel settled. I think Eva sees herself as a hard-working housewife, mother and student.

She also said that her husband says, "When you live in a country, you live like the people in that country." This is important to Eva as well, but, I feel, not without some conflict and resentment.

Eva said she enjoyed our interview and that it gave her the opportunity to express herself.

Interviewer's Report: 4

My initial reaction regarding those people interviewed was a feeling of many dimensions. The individuals varied widely in their backgrounds, aspirations, motives and abilities to express themselves. Such an interviewing experience creates quite a disparity of interviewer reaction. Certain ABE clients tended to possess intense desires for academic learning while others were quite evidently interested in mainly social interactions. The overall feeling I developed was one which centered around the broad and general aspects of the program and the related broad needs of those surveyed.

ABE clients' self-esteem is definitely enhanced by the program, although not always a direct result of academically-oriented experience.

It is apparent that those interviewed and students in the program, in general tend to be extroverted. This may raise a serious issue regarding possible personality differences between matriculants and non-matriculants. All those interviewed, in some way, appeared motivated. They also all tended to speak to the issue of their lack of formal schooling with regret.

Nearly all of the respondents were extremely open in their interviews on topics ranging from childhood experiences to their current perceptions of ABE and themselves. Virtually all respondents displayed tremendous respect for their immediate teachers. Generally, little criticism of the program was levied.

Finally, it is difficult to assess the impact of the program, given these individuals. Such extroverted persons would perhaps benefit from any program. How much does ABE really have to do with the individuals? This is an extremely difficult aspect to assess.

Mr. H. M.: black male, age 63

H moved into the Detroit area in 1948 from New York City. This was after moves from North Carolina and Washington. H had three brothers and three sisters and his mother. Of these, only two sisters are living now. His father left his family when H was about 4 years old. H's past is filled with family problems and hardships, including family deaths and a self-defense murder committed by one of his sisters against her son.

From a background flawed with such life circumstances, H could only attend formal school to the sixth grade when he had to quit to support his family. He dropped out of the North Carolina school system at this point. H also points out that he was in poor health when he was growing up and he further stated that he got into "lots of trouble," although nothing ever involving the police. He stated that his lack of problems regarding serious crime was due to his "respect for people."

In 1948 H was ordained as a minister. He credits his mother for this accomplishment. She once stated that she wanted one of her sons to "make something of himself." H stated that "that seed planted in my heart." H considers his achievement of becoming an ordained minister a fulfillment of his mother's wish.

His interest in religion continued and eventually led him to the ministry where he is now still active with his own church.

H's self-concept is apparently greatly tied to his religious beliefs. Religion has given H the motivation to continue in an otherwise difficult life. His self-concept is very strong and positive as he sees in himself a worker for the church. However, H states, "I've got faults but I give myself out to people. God has the glory. Without him I couldn't have done it."

Through his work in the ministry, H found himself talking to large groups quite frequently. He found that his limited reading and pronunciation skills were hindering his ability to effectively communicate with his congregation. He called himself "tongue-tied."

H attempted to improve his reading ability by attending night school at Northwestern High but this experience was an unfavorable one. As he stated, "The teacher weren't digging in to what I needed and I was too scared to speak out."

Sometime later he and his wife heard of the ABE program via a mail advertisement for Ferndale ABE "You Can." As a direct result of the advertisement, they both enrolled in the program without any apprehension whatsoever.

H studies in the ABE program quite independently of other classmates. His main interest in the program is being fulfilled, and improving his reading and pronunciation skills. Since he studies by audio tapes largely on his own, H has no apparent criticisms of the ABE program as it currently is being run. He asks for and gets help from the teacher as he personally feels he needs it. He mentions no specific obstacles in his learning.

Regarding the ABE program specifically, H states: "I want to continue because every little bit helps. I will stay with it forever to get as much as I can. I will recommend it to anyone. It will help and change me. It will improve my standing up in front of my people. I'm most proud that I've always progressed, never regressed. About the only thing I regret was when I was pulled out of school to work as a child."

Mr. M. C.: white male, age 34

M was born in Memphis, Tennessee. His parents were divorced when he was four years old. There was no mention of other siblings. His father was an alcoholic and M said. "This is what finally killed him." His background included many moves as he was constantly being shifted between his mother, father and grandmother.

M quit formal school at age 16 because he "wasn't achieving anything." In his own words, M states the following regarding his early educational experiences, at or near age 16; "I actually felt I couldn't learn. Education just meant confinement to me. I always had a problem with reading so they put me in a class for slow learners. It was the worst damn thing they could have done. Everyone was just like me. They just didn't give a damn. You put negative people around negative people and you get failure and more being negative. I felt I was stupid and that something was lacking up here. I didn't let it bother me too long, because I got drunk and stayed drunk as much as I could."

Coming out of this environmental background, M was involved in a number of serious personal problems. M recalls that he was in need of help but he didn't know where to get it. He states, "I didn't want to die but I didn't want to live like that anymore." To draw attention to himself and get help M chose to shoot himself in the leg. This act got him the attention he needed. Nonetheless, his self-concept continued to decline as, after his mother's death, found himself once again contemplating suicide. He simply states, "I was a sick man. I felt that I was dying anyhow."

A Suicide Prevention Center led him to Sacred Heart Alcoholics Anonymous Program, his current employer. From here he was referred to the ABE program. M knew he had to change his life to live. He states, "There was no 'rehabilitation,' I had to start from the beginning. When you reach the point where you are beat, you really have no other choice. It's a life or death matter.

It's not because you're open-minded."

Regarding the ABE program, M is very satisfied and feels that the program has added new dimensions to his life. He enjoys working on his basic skills on his own, using teachers for questions only. He enjoys being responsible for his own progress. "I like it that way because I can focus on my own reading skills" he states. He would like to go on in his formal schooling if ABE continues to please him. He would even consider a G.E.D. as an ultimate educational goal as he has aspirations for a better job sometime in the future.

Specific criticisms regarding the ABE program are best exemplified by his statement: "They need more reading material. If you can't read, you can't do a hell of a lot. They have some good short books but they need more. It means a lot to me to be able to say that I actually read a story and I know something more than I knew before."

Regarding the ABE survey, M stated that the questions made him feel stupid and that some items were ambiguous. He felt as if someone was saying to him, in his words, "We know you're dumb so we will read down to you."

His self-concept is definitely improving. He still, however, feels that there are certain areas of his life that are "hard to look at." He now "enjoys people" more than he used to. As stated to the interviewer, M claims, "Talking to you today is like taking a fearless look at myself and sharing it with you. I like to share my strengths and hopes with others."

In concluding, M summarized his self-concept and overall philosophy as follows: "Society isn't fair or just. I used to think people owed me something. That used to keep me from trying, but not anymore. People don't owe me shit. I've got more today than I ever had before - - wife, home and myself. To be good to myself I have to be good to others. I can now give love. I'm learning about myself. It's all so new."

L.M.: black female, age 74

L was born and reared in Georgia. She dropped out of formal school in the eleventh grade. L moved to Michigan and worked various jobs. She is divorced and has two daughters. She moved to "the tower" in order to be closer to one of her daughters.

Regarding the survey, L remembers none of the questions or her feelings about them.

Regarding the program, she thinks it's going "pretty good." She mostly does art and enjoys the flexibility afforded her by the teacher. She enjoys creative arts and crafts projects.

She is in the program solely for social stimulation and contact and not for academic gain, although she does derive satisfaction from her art creations. In her words: "It's better than sitting all day in your apartment. I need something better to do. Some people sit in the lobby and watch T.V. I don't like that. I've gotten to know people better, especially the ones in my class."

Regarding her personal pride and achievement, she stated, "I brought in one idea on how to make a pillow, and everyone liked it so much, they copied it."

Regarding her perceptions of education, she says: "I used to attend classes but didn't stick with it. It was just one of those frustrating things. I regret not staying in school. Education nowadays is where it's at. It's hard to get a job without a high school diploma. I want to learn more but I don't want to puzzle my head. Learning keeps your mind off of yourself. I just bring in new ideas and work on them. I'll be with it until I can't do it anymore."

H.P.: black female, age 71

H was born and reared in Mississippi. She finished the eighth grade, married at 18 and stayed on her father's farm with her husband. She states "We were sharecroppers on a white man's farm. We only had four months of schooling per year for the colored. We had to help drop the corn. That was our way to live. You don't clear no money; maybe you come out even."

Regarding the survey, she couldn't recall specifics, but remembered some items to be confusing.

Regarding the ABE teacher, "She is a wonderful person who gets us what we need and does for us."

Regarding the program, she feels her major learning obstacle is her weak eye. She has only one eye, due to a childhood accident. Thus, reading is difficult for her. With reference to the program, she states: "This year I've learned many new things. I like it very, very much. I don't miss a day. I wish I could have finished school. I wouldn't have stopped on my own. I'm learning things now I never could do before. I think I do pretty good for what I have offered to me. I want to learn and I'm satisfied with what the Lord made me to be. I'll stay with the program as long as I can. I sure will."

H's involvement with ABE is mainly due to a need for social, not academic, activity. Through her social activity in the program, her self-concept is apparently enhanced.

C. H.: black female, age late 50s

C was extremely reserved about her background. She absolutely refused to give any information about her personal past. It was, however, found out that she learned of the program by way of a mail advertisement. She's been in the program about five months. She had to drop out of formal school in order to earn money. She never went back until ABE. She worked in a factory, hotel, packing store, etc. and never had an opportunity to get back to school.

Regarding the ABE survey, C felt that many questions were too personal or didn't make any sense. She states: "You really don't need surveys for ABE. You need them for life on the outside. Question how people eat, live, and work out there. You have surveys all the time and life stays the same. I never saw a survey that made any real difference or changed things that much. The money that is spent on surveys should be spent elsewhere, where it will do some good."

C feels that the ABE program has been good for her. C's self-concept has been positively strengthened via the ABE program. C really enjoys learning things which she can use in her life and this apparently makes her feel good about herself.

Regarding the program itself, C feels the books and teachers are very good. She feels frustrated at times with the books, but she perceives this as her own limitation, not one of the program. She says that she wouldn't change anything in the program. She "will stay in the program as long as I'm able to." The program helps her "right now," and that's the important thing to her at this point. She feels strongly about leaving school the first time and she's concerned about young people's negative attitudes toward school today.

In summary, she states: "You never know what your long range goals will be. I am learning right now and that's the most important thing for life."

Interviewer's Report: 5

Class attendance on Wednesday night, April 5, was seven. Of these students only five had taken the survey. All were interviewed.

The teacher indicated that these students were his "star students," the ones who attend consistently and complete their studying and assignments. He said that none will be ready to take the G.E.D. in May because their skills are too low and all will probably have to return in September to a new program.

The teacher stated that many students have left the program since January. These seven are the only remaining students.

All the students interviewed seemed embarrassed over the lack of education. The women were much more verbal about their lack of education than the two men. The women seemed to possess the current ideas regarding "women's liberation" such as the need for women to work outside the home for monetary reasons as well as personal fulfillment.

Overall the students felt positive toward the ABE program and the teacher. They felt he provided much individual support and attention and was always available when needed.

All the interviews were slanted toward a positive evaluation of the program because of the limited enrollment, class attendance and the lateness in the year. If the students had been surveyed and interviewed earlier in the year, some of the students who have left the program would have been included in the results of the survey and interviews.

Doris; white female, age 52

In summarizing the overall program, Doris "thinks it is great." Of the written survey, Doris felt if it was a help to better the program for other students she "was glad to do it."

Doris quit school in seventh grade to work so she could live outside her home because of the poor home situation. She married at age 16. She constantly thought about returning to school and attended the adult education program in East Detroit at 18. But after the death of her husband in the war and caring for a 10-month-old child, whe was unable to continue. She remarried shortly, raised five children, put them all through college and decided finally to return to school. She now works as a nurses aide but recently applied for a position as a teacher's aide because she loves children. To qualify for the position she needed a G.E.D. or a high school diploma. This was the principle motivating force in attending the ABE program.

Working hinders her studying or she feels she could complete in May but she indicates she will return to the program in September.

She encourages her husband to come. She feels that "a diploma would mean much to him." He constantly encourages her in the program and her children do also.

Success in the program for Doris is "passing the G.E.D. test."

In general, Doris appears to be a verbal, well-educated adult, but basically feels "inferior" because she never completed school. In fact, her children do not know that she never completed seventh grade because she is "too embarrassed to tell them."They simply think she didn't graduate from high school.

As a nurse's aide, Doris feels she is very successful. She knows, and it is reinforced by her supervisors, that she "does a good job." For an occupation, her goal is "to work with children," because her children are grown and successful and she feels that she did a good job in raising them.

When she attended school, Doris was a excellent student. She regrets never having a formal education. She expressed strong feelings regarding education, "Education is never wasted. It is a vital part for young people's lives today. It teaches independence and improves one's outlook toward life." She feels it is important that people "enjoy their work, and schooling can bring a better job."

She is highly motivated and possibly even plans to attend college.

Lee: white female, age 26

Lee has a positive attitude toward the ABE program and had no objection to the survey or interview "if it helps someone else in the program." She indicates she is in the program to "better myself in reading and math, then to get into some training program for a better job."

Lee married at age 16 and quit school a few months later, just prior to the end of ninth grade. She had a speech problem and a learning disability in school. School was fine when teachers understood and were patient with her, but terrible when teachers and kids made fun of her. She quit thinking she "was grown-up when she wasn't."

She has encouraged her friends and relatives to come to the program and her sister-in-law is attending with her.

Completing the program and passing the G.E.D. test will provide her with a better feeling about herself.

Lee has a very low self-concept. She referred to herself during the interview as "dumb" at least twenty times. Her early failures in school, her speech defect and learning disability, lack of understanding from teachers and ridicule from other students all contributed to her poor image of herself. She said she "had little or no confidence" in herself.

She felt by quitting school she let both herself and her mother down, since her mother had completed college and had a successful job. Because of a lack of education she feels very low and cannot relate well to people.

She stated in regard to the program "This is for me," and "I am doing this for me."

She enjoys her work in a factory because she "enjoys people, all people, especially young people." She would like to work in that area.

She feels the program will provide her skills to improve herself as a person to "feel great and proud." Her biggest problem is simple skills like paying bills, maintaining checking accounts, etc.

She feels that a better education will simply "improve life for myself and my husband."

Della: white female, age 22

Della feels very positive toward the ABE program. She did not object to the survey although she felt "some of the questions were silly."

She came to the program because of her sister-in-law's encouragement. They came together "for support." She has always felt she wanted to return to school but "never took the initiative."

Della quit school in tenth grade to get married because "school was a hassle and getting married was better." She felt she had been a good student but her family's continual moving caused her much emotional turmoil and she couldn't handle school and studying.

Her only complaint about the program is not receiving a math book because "they said they didn't have enough." She feels this is definitely holding her back on learning her math.

Her biggest success would be to pass the G.E.D. test so she can attend Macomb County Community College and enter the dental assistant program. She intends to re-enroll in the ABE program because she feels she "is not ready yet to pass the G.E.D. test."

Her friends have used many excuses to avoid the program such as "I am too dumb," or "I am too old." But she says they are talking about it "just like I did for awhile." She feels they may come when they see her success in the program. She doesn't feel her husband would come because he is happy in his job and "that is what is important."

Della has a very low self-image. She referred to herself as "dumb" many times in the interview. She felt "ashamed to talk to people because they are smarter than me." But support and encouragement from family, friends and the teacher have given her the incentive to continue.

Secondly, she has worked in a factory for two years and "hated it." She dislikes the type of people that work there and finds the job "dirty and degrading." She hopes to complete her education by the time her two children are in school so she can return to work and a "better job."

She is realistic about her skills. While in school she wanted to become a bookkeeper but she indicates her math skills are much too low. She is also realistic in that if anything happens to her husband she would "have to support her family and wants to do it well." She wants her children to go to college and have the things that she did not have, and a "better job with better pay would help."

"Working at a good job" and " being self-supporting" are her primary goals.

Joe: white male, age 19

Joe feels that the ABE program is well-structured and feels motivated toward the final goal of passing the G.E.D. tests. In regard to the survey of the program, he felt "many of the questions didn't apply to him and some of the questions implied you were ignorant."

He is in the ABE program to learn enough basics to pass the G.E.D. in order to attend Macomb County Community College to enter a career in law enforcement.

Joe left school in the ninth grade. He felt he had "a wrong attitude toward school and felt it was a waste of time." But after two years he entered a trade school and became certified as a mechanic. From this position he moved to auto part sales. But he doesn't want to "be stuck in this because it is poor pay and boring" and he wants to achieve "a better education."

He feels his friends "respect him for coming to the program" and he feels, with his encouragement, some of them will come also.

Joe feels he is "much more together" than he was when he quit school. He knows his goals now and that he can achieve success in school. He wants to "better himself educationally which will improve how he feels about himself and help himself professionally."

In regard to his present position he knows he has done well and achieved advancement but there is no future in it. At work he is "constantly on the younger guys to stay in school." He tells them he felt the same way when he was in school.

In regard to education and school he has a complete change of attitude. He sees "education as worthwhile." He feels successful in what he is doing in the ABE program and in his plans to attend Macomb and achieve his career.

He lives at home with his mother and sister and gets constant encouragement from them to continue. Neither have completed high school. He hopes his success will encourage them to come to the program.

Joe has remained single because in the position he holds now he does not feel he is capable of supporting a family properly.

Joe seems to have attained a wholesome attitude toward school, education and life in general. He feels much of it is due to maturity and working in an area that is unproductive to him.

John: white male, age 16

John chose the ABE program rather than a regular high school completion program because he is "short too many credits from high school to ever catch up."

He quit school last fall in the eleventh grade or rather "they pushed him out." He was constantly being suspended because they accused him of stealing from the school and they didn't want him back. He has a very negative feeling toward school and education. He is completing the ABE program to pass the G.E.D. test in order to get a job.

He learned of the program from his high school who sent him a letter regarding ways he could complete his high school education and encouraged him to do so.

Most of John's friends have also quit school and they are talking about coming to the program because of his success in it. I also think he interprets it as an easy way to finish high school.

In regard to the program, John did indicate that he is "learning more than he did in high school."

John is very immature and appears to have a very negative attitude toward adults, school and life in general. He sees no value in education but realizes he does need the G.E.D. because he has been totally unsuccessful in finding a job both because of his age and no high school education. His goal for a future job is to work on the line at Fords.

He does try to encourage his brother, age 14, to stay in school but he only attends about half the time.

He feels that there was never really any encouragement from his home or parents to go to school or get an education. He said his mother "just works in a bar."

I do not see education having much direct influence on John's life, either presently or in the future, except to receive the G.E.D. in order to find a job.

Interviewer's Report: 6

The experiences gained through the interviewing of the ABE and ESL students were rewarding. Even though three of the five students did not take the written survey the interviewer felt that the students were familiar enough with the program to be honest in their feelings and evaluations. All the students were willing to speak or be interviewed once they had an explanation and purpose for why the interviews were being conducted. The students had little difficulty in relating to the inteviewer once the initial nervousness passed.

Blanca presented the biggest challenge because she has only been in this country for eight months. Her use of the English language was limited and her ability to decipher or understand what the interviewer wanted was not much better. However, after much patience and understanding, the interview was completed. If it hadn't been for the presence of Blanca's instructor, the information gathered would have been less useful.

The cooperation of the entire staff was magnificent. They were always willing to go out of their way to please and accommodate. Even when it became apparent that the interviewers would need more students to participate, the administrator and teachers located the students that were willing to go through the interview process.

The types of information gathered will provide the agency with data that can be used for evaluation. The interviewer hopes that enough information was gathered. The people interviewed seemed to have similar experiences leading up to their attendance of night school. Their goals, family and educational status, as well as their seriousness of commitment to the program, was somewhat different. However they all had the desire to learn and liked the way they were going about it by attending night school.

Lucille: black female, age 45

Lucille decided to return to school after raising ten children. "I was married when I was thirteen years old. I only finished the sixth grade. I missed so much," she said.

Three of Lucille's children are still living at home. The youngest is a ten-year-old. Lucille works part-time, three hours a day, cleaning a store before it opens for the day. Even though she has been employed for about a month Lucille enjoys her work and has a feeling of accomplishment. "I like what I do and I finish what I start," she said.

Lucille has always wanted to go back to school but never seemed to find the time nor have the courage to attend. Even now her husband discourages her from attending school. "It ain't going to do you any good. You're too old," he tells her. Even though there is virtually no support from her spouse Lucille comes to class when she can. "Church school sometimes interferes with night school," she said. She takes two classes, math and English, and enjoys working with her instructors. She comes to class with a friend and has been in a study group which has also helped her to socialize and accept herself. "They don't laugh at me the way they did when I was in regular school. The teacher doesn't try to make me do things that I can't do. We work in groups and at our own level. I like it."

Lucille's goal is to, "learn enough to be able to read better and understand what I read. My husband can't read. I want to." When asked if her ultimate goal was to pass the G.E.D., her reaction was negative. "I'll take one thing at a time. I'm not ready nor do I think I'm capable. Although I guess it would be nice."

Lucille is determined to finish what she starts. She is not willing to commit herself to achieving the G.E.D. but is satisfied with her progress thus far. "It gives me a sense of accomplishment and I'm comfortable."

Cheryl: white female, age 19

Cheryl dropped out of high school last June as a junior. She needed three more credits for graduation but she said, "School was always a bore for me. I kept cutting classes and both me and my parents were hassling I finally got their permission to drop out."

"I was failed when I was in the second grade. I was always older than the rest of the kids yet they were always smarter."

She continued, "You know, I failed the G.E.D. last June. I'm here to learn enough to be able to pass the test. I'm especially poor in math. The other areas are all right."

Cheryl made a deal with her dad that if he gave his consent for her to drop out of school she would return to night school and eventually receive her G.E.D. diploma. Cheryl currently works eight or nine hours a day for six, sometimes seven, days a week. She is a sales and cashier person at Naum's. She attends math class two days a week for about an hour and a half a day. "I feel good because the others in my group are older and I know more than them," she said.

Cheryl likes the individual attention that she receives in class. She especially likes the fact that there is no homework. "You progress at your own rate. When you have a question, the teacher or your group members will help you. I never did get the help I needed. There were always too many kids in class."

Cheryl is determined to keep her part of the deal. She'll continue to go to school until she passes the G.E.D. In fact she says, "I'll be ready to retake the test in late April or early May."

Ora: black female

Ora is a middle-aged woman who never had the opportunity to attend school, at least not as much as she wanted to. "My step-father didn't believe in education. I only completed the eighth grade," she said.

Ora works eight hours a day, five days a week, as a housekeeper in a hospital. She lives with her husband. All of their children are married. Her husband and children think it's a great idea that she attend school. "I want to be able to read and make sense of what I read." Ora takes a math course as well as an English course. "The work isn't too difficult and I like what I do. The teacher is so patient. There is no homework, and we go at our own pace."

Right now Ora feels that she lacks confidence in herself to be able to pass the G.E.D. test but her ultimate goal is to receive her General Education Diploma. "Perhaps in another year I'll be ready." She takes pride in what she does and feels that she does a good job. "I believe that once I start something, I should finish and do as best as I can."

Ora and her friend Lucille attend class together and are in the same math group. "If it hadn't been for Lucille, I wouldn't be here. We even go to Bible Class together. Sometimes we miss school because of Bible Class. I feel badly about missing because there's so much to learn." Ora doesn't feel guilty because she feels that attending Bible School is just as important. "Too bad there is a conflict. I know other people who would benefit from night school. I try to encourage them to attend. There is so much that I have missed. I have so much to learn."

Blanca: Mexican female, age mid-twenties

Blanca was employed as a secretary in Mexico but was sent to this country by her father in hopes that she'll be able to learn enough English to understand and communicate with those American-speaking people that she comes in contact with.

Blanca is living with a widow who is a friend of her father's. She has only been in this country for six months and plans on going back to Mexico in mid-June of this year. "I feel important to be given this opportunity by my father. I came to United States to learn to speak English and improve myself." Being able to speak English will improve Blanca 's position as a secretary.

While in this country Blanca does not let the time slip away. She participates on a womens' basketball and baseball team and just recently began taking a disco dance class through adult education. "I watch a lot of television and listen to the stereo." Mixing with others that are American helps her to practice her somewhat limited speaking skills.

Blanca took the Spanish version of the written questionnaire and was able to complete it with the help of the instructor. "Some statements were not correlated to have the same meanings as did the English portion." was the comment made by Mrs. Torbow, Blanca's instructor.

Blanca was the only student who attended class this evening. She has never missed a class and enjoys working with her instructor. "I get a lot of help and individual attention." Asked why more students didn't attend class, Blanca simply replied, "I don't know." She keeps pretty much to herself because she feels inadequate about her skills. When complimented on how well she spoke, her eyes lit up with excitement and a slight smile appeared on her face as if to indicate that she was proud of her accomplishments.

Victoria: Mexican female, age late forties

Victoria came from Mexico some thirty-two years ago. She has three sons and five female grandchildren. She has always worked and her former husband, who is an American, had taken care of all the routine business transactions that occur in a normal household.

Suddenly Victoria found herself in a distressful situation because she had divorced her husband. "I was afraid and shy. I did not socialize or know many people," was her reply to the question of why she began to attend the ESL classes. Her first year of attendance was dotted with frequent absences because of poor health and family problems. However this year, Victoria's second in the program, has been different. "I feel good about myself. I'm learning. I'm not afraid to make a mistake."

Victoria works nine hours a day, five days a week, at a Mt. Clemens China Company checking for flaws in various types of china. She enjoys going to school because she doesn't have a lot of homework to do. "I like the teacher because she involves us in the planning. I don't like to write and my spelling is terrible but I'm learning. I'm not afraid any more. I have friends."

Victoria gives credit to her cousin for coaxing her to attend these night sessions. Her cousin is in her third year of English classes and after Victoria's divorce her cousin finally convinced her to attend. Victoria has Spanish speaking friends who would like to attend school but "The husband works nights and she must stay home with the children. I have another friend who is too shy just the way I was."

The goals of Victoria are simple. "I'd like to be able to read the newspaper and be able to fill out forms that you might get at the doctor's office. I don't want to become a secretary or anything like that."

Asked why she thought others did not attend classes as frequently as she did, Victoria replied, "Maybe others don't come because they're young and hang around together and don't have a need or interest."

Victoria likes the individual attention that she receives and has the feeling of being someone. She has friends and now for the first time is able to communicate with them. "They don't laugh at me the way my husband used to. I feel important."

Interviewer's Report: 7

The interviewer enjoyed conducting the interviews. However, students were selected by the teachers and did not meet the criteria which the interviewer assumed they would meet. Most of these students had not interrupted their education for any long period of time.

The program is housed in an elementary school but this did not appear to concern the students interviewed. The adult education program is in a separate wing.

Interviews were conducted in the principals office. The area was drab and cluttered. There was a definite lack of privacy.

The attitude at this center could possibly be more positive. There appeared to be a feeling that this center is a dumping ground for students who can't fit in anywhere else. This was true for two of the students interviewed but definitely not for the other three.

Teachers in the program are not contract teachers but are paid an hourly rate. There appears to be a great deal of bitterness concerning this issue. The interviewer felt most of them would leave if they could find different jobs.

The attendance policy is very lax and the program is loosely structured. There appeared to be a definite lack of leadership.

Linda: white female, age 27

Linda left school in the eleventh grade in 1967 because she was pregnant. "I would have continued but they didn't allow pregnant girls to attend school then," she said.

Linda also reported that most of her friends are not interested in this program. "They take the G.E.D. because it's faster." Linda felt this program can benefit her, "For me this is a better decision. I hadn't been to school in along time. I need the experience in the classroom to prepare me for college."

Linda had several suggestions for improving the program, "They should use more textbooks. Only my math teacher uses a book. There should be some type of program ahead of time. Teachers don't know what they are doing from day to day. Attendance is a joke. People miss two to three days a week. Then you have to wait for them to catch up. There is no discipline. During a class students just get up and leave. All of these things could be corrected." She also felt students needed a wider choice of classes. She felt many brighter students dropped out because they were bored.

Linda feels returning to school is the biggest decision she has made because it took me such a long time to make it. Her husband is very supportive of her efforts to complete school. "He is proud of me," she said. She discussed her family life which appears to be stable and enjoyable.

She does feel returning to school has changed her life. "I now have self-confidence." She is happier than before. "I now have something to do. I don't go around feeling sorry for myself. I still have enough time for my housework and to sew clothes for the girls."

Linda is interested in a career and would like medical research but is limited by the number of classes she would need to complete. She feels she will chose a realistic career most likely a two-year program at a local community college.

Her attitude is very positive. She talked with a college counselor and knows she could enroll at this time but receiving her high school diploma is very important to her.

Jim: white male, age 17

Jim entered the adult education program in January. He is not happy with the program and is planning to return to the public school system. His comments about the public school system which he left voluntarily, were positive. He would recommend that his friends remain in the regular school system where they are provided a better education and the teachers force you to be responsible.

Jim was once expelled from high school because,"I had trouble with the police and they told the school." He chose not to discuss this trouble. "When people know things about you they use them against you," he said.

He was "talked into coming to this program by a friend." When asked who comes to this program he stated the following: "Someone that is dumb and can't handle strict attendance policies. Here if you don't want to learn you don't have to. They'll pass you here if you don't do enough work. Everyone here is a dropout from another school."

He did feel that the small classes could be beneficial if the teachers "cared more." However, he complained about a lack of choice. He would like to take a class in electronics or woodshop.

Jim stated that his relationship with his parents was poor. When working, they insist he pay room and board. He told the interviewer "Money is a big problem. My whole family is messed up. They couldn't afford to have us in the first place." Family money is spent by his father who he feels is an alcoholic and his mother "just never cared." Jim said he was raised by an older brother but now his older brother is married and his sister-in-law doesn't like him. "She has a bad attitude and doesn't like anyone." Right now if he could change his life he would have his brother leave his wife so they could be friends "like before". "No one cares any more."

Jim felt most important when he was racing motorcycles. He was sponsored by a major company and won several trophies. He would like to compete again but he can't afford it.

Jim's goal in life is to complete school which would enable him to "hold a good job that pays enough." He would like to join the service and would be there now "but they won't accept me because I have a record."

He said "life would begin working again when he returned to high school."

Barbara: white female, age 18

Barbara said she was a special education student. She did not remember completing the Adult Education survey.

When asked what she thought of the program she said she disliked school. "Dad passed away. I get social security to come here." The writer later talked to her teacher and was told that Barbara frequently states that her only reason for attendance is to receive social security.

Barbara likes this program better than high school because "it isn't hard." The interviewer inquired if Barbara ever felt it was a problem not to read well: "No, most of my friends are in special education and they can't read either. They don't like school either."

Barbara lives with her mother. She said she would like to live with her mother "forever even if I get married."

Barbara is happiest when in a bar and goes to bars as often as her mother allows. She is presently dating a 28 year-old man she met there about four months ago. She appeared to enjoy discussing this aspect of her life rather than school.

Barbara's goal is "to get a good paying job." She told the interviewer she would like to receive $5 to $6 an hour. She definitely does not want to work in a factory. She has considered working in a grocery store. Her father once owned a grocery. She would prefer to stock or bag and not to be a cashier. When asked how she would like to spend her money she stated she would help her mother and buy a Trans Am.

Ann: white female, age 18

Ann left a Detroit high school because "it was bad, a lot of blacks go there and there was so much trouble." She immediately enrolled in Garden City night school but left to attend this program when a person she worked with gave her information about the program. Ann did not complete the adult education written survey "because I couldn't read it."

Ann said, "I never dropped out. I always wanted to finish as soon as possible. I came here in January but I get so discouraged because of reading. I want to finish my education."

Ann felt that "this place is better because you know it's for adults." She was very positive about her experiences in the program. She participates in any activities the school provides and attends regularly. She has also convinced her brother to attend. At this point she said the social security her mother receives also helps the family.

When asked about improving the programs she though "more variety of classes should be offered." She would particularly like a crafts class. She won an award in the sixth grade for an art project. "It was the most important day of my life." she said.

Ann is very insecure as indicated by the following comments: "I don't go out much because I'm never asked. I don't feel I'm real pretty. I don't know much. I'm not a good conversationalist. I don't understand everything people are talking about so I don't get involved. I do doubt myself." She continued, "When I'm in class I try never to let the teacher see my paper. I feel embarrassedbecaused she'll think I'm stupid." She then said she always got good grades. "All one has to do is tell the teacher you have a problem and then be nice and they'll give you good grades."

Ann's mother is very supportive of her efforts to finish school and helps her with her homework. Ann would rather have her mother help her than a teacher because her mother is willing to go slow and repeat things when Ann doesn't understand.

Ann would like the program "to change her whole self." She wants to learn how to complete a job application so she can get a filing job in an office. Ann feels she can learn the job if she is hired but doesn't get hired since she can't complete the application. She would also like to be less afraid of saying something wrong. She intends to graduate next year.

Rick: white male, age 18

Rick is a special education student who the interviewer suspected was taking strong medication or drugs. At no time during the interview did Rick make eye contact with the interviewer.

Rick was expelled from school for "stealing stuff from teachers. I used to steal keys to lockers," he said. He was then sent to Starr Commonwealth in Albion. Rick feels things are now better since "I don't hang around with people I used to." He said most of his friends were working now and he wished he had a job.

Rick's mother attended the adult education program and "decided for me to come here." He indicated he enjoyed the program. "This program is easy.

The teachers don't bug you like they do at Franklin. They don't bug you about work and it's much easier."

When asked how to improve the program he was quite verbal. He would like to fire all the teachers and "get nicer ones." He especially disliked the teacher who brought him to the interview. "Diane yells all the time at everybody. I'm being accused." He continued complaining about yelling teachers until the interviewer changed the topic.

After telling the interviewer that he was there "to get a diploma for a better job so I can make more money," he abruptly got up, said he was going to be ill, and left the room.

Interviewer's Report: 8

I thoroughly enjoyed the interviews. It provided me with a greater insight into the adult education program. Upon completion of the interviews, the following observations were made:

1. Most participants expressed a boost of self-confidence since beginning the classes.
2. Many of the female students had early pregnancies.
3. The older the student the more positive and determined they were to complete their goals.
4. Most had a clear career objective.
5. Most expressed difficulty with negative inflences of friends and peers.
6. Social services financial aid did not appear to be a principal factor for attending.
7. Most believed the cause for most dropouts was lack of personal strength rather than institutional deficiency.
8. Many had severe past experiences.
9. Most were determined to complete their goals.
10. Four of the five made unsolicited religious references during the sessions.

Interview 1

The participant expressed positive feelings about the program examination and his part in it. This feeling was underscored by the following statement: "I felt proud to participate in the survey. I feel it is best for the system."

This feeling about the survey was consistent with his feelings about the ABE program which he describes as "good, providing a balanced education." Presently in his ninth month of classes, he cites the following program features as reasons for its effectiveness: "Good teachers, and their locations for classes." Of these two, he feels the teachers are by far the greatest asset, as he states, "The teachers are good because they are organized, and care for each student. They conduct classes in such a way that each student's ability and interests are accounted for. They encourage you. They're just beautiful. My best experience so far in the program is in the math lab. In high school, I couldn't handle it. Now I can."

When asked what was the greatest difficulty in the program, he felt the teachers inability to get through to some students was the problem. Along these lines, the student made this assessment of why people leave the school, "They just don't want to work on it. They continue to drink and stuff and can't change their lifestyles."

The participant further stated that he dropped out initially because he was immature, feeling that he could make it without an education. He was prompted to return to school after a series of dead-end jobs and an unsuccessful attempt to pass the Air Force Exam. He says, "I later realized that I need a high school education since I missed the test by 10 points. Since I've been here. I feel more relaxed and confident." The student followed by saying that his passing the G.E.D. and the Air Force Test would indicate the ABE program was successful. He describes himself in the following way: "I am ambitious, with a desire to go through thick and thin. Even if the chips are down, I feel that we were all put here for a reason." He sees himself as a helper of mankind, desiring to become an aerodynamics mechanic in the Air Force. He lists there personal attributes: religious, loves children, domesticated, pianist and a superb cook.

Interview 2

The client expressed reservation about the ABE survey. Many of the questions asked about personal matters were of concern to her. Specifically, she did not feel the information regarding personal finances was relevant to survey objectives. She says, "On that part I just didn't anwser." Even though she did not respond on the survey to that line of inquiry, she expressed positive feelings about our interview and did not hesitate to answer.

Although she has now been in the program two months, she said that two months elapsed between the time she learned of the program and her class attendance. When questioned about the reason for the time lapse, she said, "I had to get myself together. You know, it's hard to start something like school all over again. You're kind of afraid. And then my friends kept teasing me. My greatest inspiration came from my girlfriend's grandmother who got a G.E.D. and later graduated from college. On the same topic, she stated that her other friends would probably benefit from the program too but none of them want to go through the effort.

She felt the program has helped her so far, particularly in self-confidence. "I used to think I was just too dumb but not anymore." She continued by saying that she intends to complete the program and would consider it successful if she passes the G.E.D. She hopes eventually to become an airline stewardess because as she states, "I like traveling and meeting all kinds of people.

Originally she dropped out of school to pursue the "streets." She said, "I had a lot of bad experiences then, messing around with older men, pimps and hustlers and getting high. Soon I got pregnant and couldn't get baby-sitting services to complete school. Although she feels successful in the program, her greatest difficulty is not being able to do all of the homework without assistance. She also feels this is one reason why some leave the program. "However," she said, "Most people leave because they aren't really interested, coming for the wrong reasons or like to meet women."

Basic to her feelings of confidence is her belief in the teachers, who are in her words, "Very helpful, nice and patient."

The student listed the following characteristics to describe herself: Nice, clean, sensitive, vindictive, somewhat distrustful of others. She elaborates her distrust for others by saying, "Every time I'm nice to someone they treat me wrong. Then I plot on the inside to get even. It sometimes hurts but I won't ever let anyone see me cry." She also states, "I have experienced more bad times than good ones. I guess that's why I'm so negative." When asked where would she fit on a scale assessing her total personality, character and physical attributes, with 1 being the lowest and 10 being the highest, she scored herself as an 8.

She expressed a desire to attain a higher financial status as a major life task. Her ability to disassociate herself from the pimps and prostitutes was cited as the greatest change in her life in the last ten years.

Interview 3

This client expressed good feelings toward the overall ABE program. The same feelings were stated regarding the survey and the interview. She went on to mention the school locations as the best feature about the program and the worst was the teaching staff. In her words, "The best thing is the location of the schools. The worst is the teachers. They should be screened better, maybe asked how they feel about adults and also what skills they have. I have found most of them to be lousy spellers and not able to properly explain material. I feel teachers have a great influence and should have basic competencies. They also act as if they don't care about the students and are only there for the money."

Growing up in Kansas and attending a hostile, predominantly white school was the reason given for her dropping out of school. Later she had four children. This limited her educational opportunities. She said that the desire to complete school was with her but family obligations were too heavy. She has presently returned because the children are now older.

The student expressed feelings of success in the program and felt the best experience is "getting a second chance at a faster rate than night school." Hearing a teacher give a student an incorrect spelling of a word was conveyed as the worst experience to date. When asked about the ideal teacher she listed patience, enthusiasm and understanding as the qualities required.

She describes herself as sensitive, sentimental, outgoing, loving and trusting. She's quick to make friends and finds it impossible to hate anyone. She's a determined person of about 35 years old. This determination is illustrated in her statement, "Math is my worst subject but I will conquer it. I love science though and would like to become a dentist. But because of my low math ability maybe I'll be a speech therapist -- no I will be a dentist."

The student listed her capacity to love, along with her homemaking skills as her best qualities and a quick temper as her worst. On a personality rating scale of 1 to 10 she gave herself an 8½.

Interview 4

Linda, a determined student and mother in her early twenties, felt that the ABE program is good and most helpful. She mentioned that the program provides more individualized attention and no class distractions, a condition different from her early school experiences. For, as she said, overcrowdedness and lack of teacher dedication were factors contributing to her initial dropout.

The main reason however was a preoccupation with boys and a pregnancy. Linda further stated that her inability to read effectively hindered her schooling, "I always had trouble reading. I felt remedial reading after school would have helped a lot but most didn't care anyway. When you wanted to get extracurricular courses you had to be a A student. I didn't think it was fair. When I couldn't read directions thoroughly and I would ask questions, they would say, 'Well Linda, I had explained it to the whole class weren't you listening? Go sit down.'"

The best feature about the program is the teachers, because they show empathy, a quality of an ideal teacher. Her goal in the program is to improve her reading, spelling and science. The teacher shows the practical side of the content learned, thus keeping motivation high. Eventually she seeks a career in counseling children, especially girls.

When asked how the program could be improved she stated that the curriculum could benefit from an increased reading and spelling focus. On the question of why students drop out, she attributed it to lack of motivation.

About her personal life, Linda said, "I have been so lonely and have tried to reach out for anything. My greatest hurt was when I lost my mother." She feels that she has the good qualities of love, sacrifice and determination but she paints a despairing picture of herself and her life. Describing the past years of drug abuse and physical pain, she considers her present schooling as the best thing in her life. She said, "I am trying to make the best thing happen here now."

She feels the greatest problems in her life are feelings of stagnation and the lack of material possessions. She describes herself as curious, ambitious, sensitive, outgoing, attractive and giving.

Interview 5

Pat initially expressed general satisfaction with the program including the assessment test. She enjoyed the interview stating that it provided an opportunity for self-expression. However she later shared some disappointments in the curriculum content. She felt that the work was boring and unchallenging. She went on to express doubt in the teachers' commitment to the field and to the students. She said, "Some hate to come and don't really care. I have to learn on my own."

Pat's program entry was unlike the others because she had already completed high school. Her aim was to reinforce her reading skills in preparation for a nursing school exam. It was also learned that the student was referred by C.E.T.A. and the Urban League in a seemingly complex scholarship award program that required attendance.

Pat feels that many students are unable to complete the program because of three factors: boring content, employment pressures and lack of will power to avoid friends' negative influences.

Also unlike the others interviewed, Pat had some work experience as a nurses aide and was presently employed in the same capacity. She depicts herself as staunchly independent and a loner. She says that while living with her mother she rarely leaves the house and has few friends. She said, "My only friend is my dollar." She characterized herself as overly sensitive and sickly, a condition highlighted by a near nervous breakdown recently.

Her greatest problem is being unable to express what she really wants to say to others. Her reverance for life is demonstrated in these statements: "The greatest thing is life, being alive, looking forward to tomorrow. One should be thankful that you're here. I don't even plan ahead. I take days as they come. In the last ten years I haven't changed much. Maybe I'm not so sickly. I really don't like the world as it is now."

TM010 088

VOLUME IV

Appendix I

Michigan Adult Basic Education Needs Assessment

1978

This project was developed and published by Macomb Intermediate School District, Mt. Clemens, Michigan. Support for this project was provided by a grant of Federal funds under Section 309 of the Adult Education Act (P.L. 91-230 III), as amended, administered by the Michigan Department of Education.

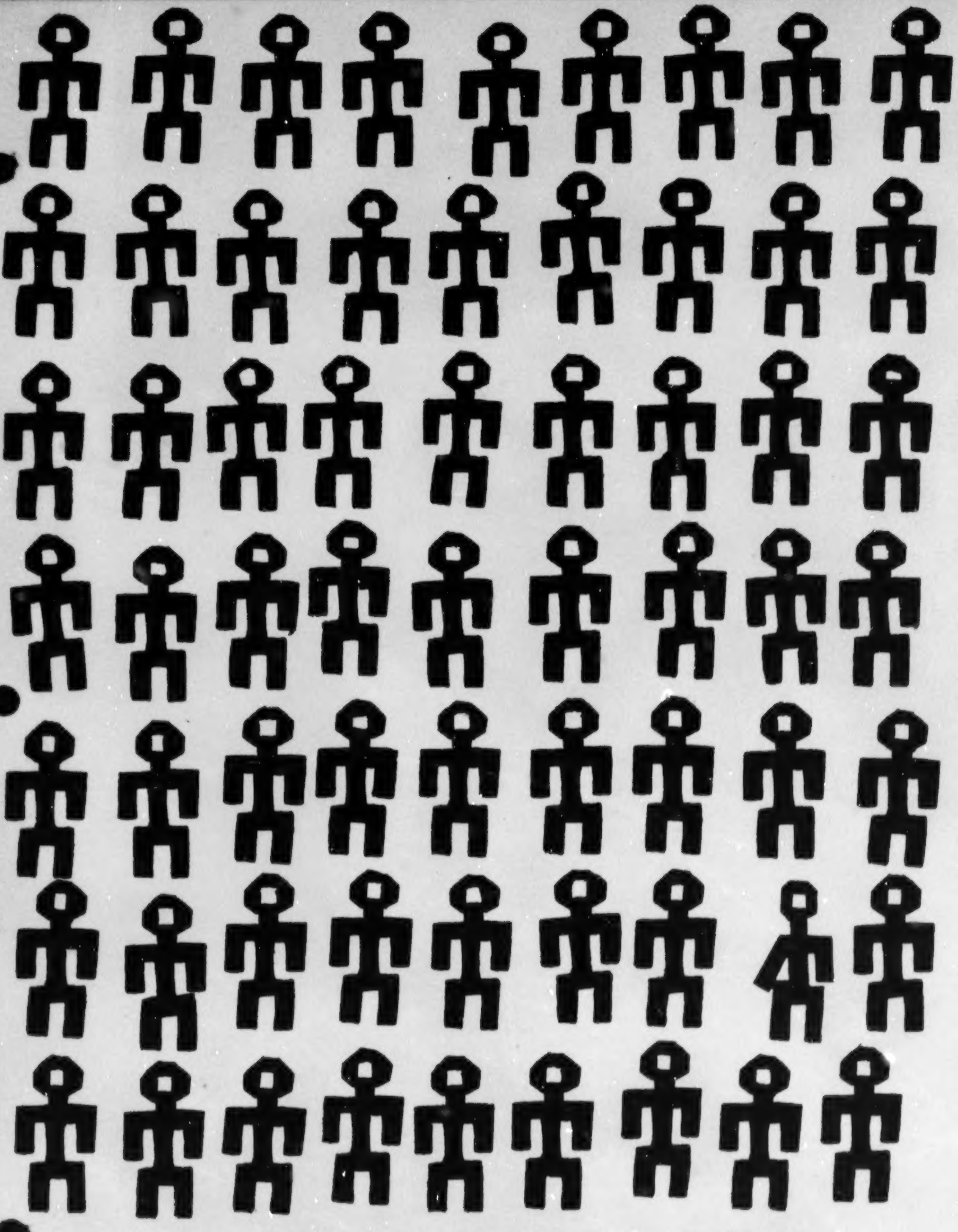
Points of view and opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Michigan Department of Education.

Project Staff:

Margaret L. Dickinson, Project Specialist
Edward S. Balian, Ph.D., Project Specialist
Ronald I. Pollack, Ph.D., Project Director
Carlotta Gabard, Final Report Editor

APPENDIX I

SURVEY INSTRUMENTS



WE CARE WHAT YOU THINK

Adult Education Survey

Michigan Department of Education

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Ballan, Project Specialist
Margaret L. Dickinson, Project Specialist

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281 1004

1. How did you learn about adult education classes?
   (circle ALL that apply)

   1. A relative (1)
   2. A friend or neighbor
   3. Someone from adult education calling you or coming to see you
   4. People who help (examples: social workers, priest/minister)
   5. My own idea
   6. Radio
   7. T.V.
   8. Newspapers
   9. Mailed notices
   10. Signs and billboards
   11. Michigan Employment Security Commission (MESC)
   12. Department of Social Services (DSS)
   13. Regular Day School
   14. Other, write in:______________________________________ (14)

2. Will you stop getting money if you stop coming to adult education classes?
   (circle ONLY one)

   1. Yes 2. No

3. In the past have you ever started an adult education class and then dropped out?
   (circle ONLY one)

   1. Yes 2. No (16)

4. As of today, what is your working status?
   (circle ALL that apply)

   1. Working for pay full-time (17)
   2. Working for pay part-time
   3. Not working for pay
      - a. Retired
      - b. Homemaker
      - c. Laid off
      - d. Disabled
      - e. Haven't had a job in a long time
      - f. Never had a job
      - g. Other (write in) ______________________________ (26)

5. What is the source of your income?
   (circle ALL that apply)

   1. Your own work (27)
   2. Your spouse's (husband/wife's) work
   3. ADC (Aid to Dependent Children)
   4. Welfare (including General Assistance)
   5. Unemployment Compensation
   6. Social Security Administration
   7. Veteran's Administration
   8. Other (write in) ______________________________ (34)

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6. How many years have you lived in your neighborhood? (write in)

__ __ Years (35,36)

7. How many months have you been in this adult education program? (write in)

__ __ Months (37,38)

8. How old were you when you quit regular school? (write in)

__ __ Years Old (39,40)

9. What was the highest grade you finished in regular school? (write in)

__ __ Grade (41,42)

10. What language is most often spoken by your family at home? (circle ONLY one) (43)

1. English
2. Spanish
3. Arabic
4. Chaldean
5. Greek
6. Vietnamese
7. Italian
8. American Indian
9. Chinese
10. German
11. Polish
12. Other (write in) ________________

11. In what year were you born? (write in)

19__ __ (44,45)

12. What is your race? (circle ONLY one) (46)

1. Black
2. White
3. Latino, Hispanic
4. Asian, Pacific Islander
5. American Indian

13. What is your sex? (circle ONLY one) (47)

1. Female
2. Male

1	4	0	2	2	2	2	D	E		S			

(50) (69)

1007 284

Listed below are some things that you may or may not be interested in learning. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard to learn how to:		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
101.	Find out what is in food I eat by reading food packages	1	2	3	4	(1)
102.	Fill out forms for financial assistance (examples: unemployment benefits, ADC).	1	2	3	4	
103.	Explain a job to a new worker, when employed . . .	1	2	3	4	
104.	Figure out the cost of a hobby or vacation	1	2	3	4	
105.	Help the family through hard times (examples: serious illness, death of a loved one)	1	2	3	4	
106.	Get along with people different from me	1	2	3	4	
107.	Read books that teach new work skills (example: books from a job training class)	1	2	3	4	
108.	Put my thoughts in writing	1	2	3	4	
109.	Talk to family members without arguing.	1	2	3	4	
110.	Use metric measurements like: meters, liters and kilometers	1	2	3	4	
111.	Protect myself against unfairness at work	1	2	3	4	
112.	Decide what to believe in (examples: religions, superstitions).	1	2	3	4	(12)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOU CAN ALREADY DO CERTAIN TASKS.

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I already know how to:

		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
201.	Read newspapers and magazine advertisements carefully enough to spot lies	1	2	3	4	(13)
202.	Fill out voter registration forms	1	2	3	4	
203.	Say the right thing at a job interview	1	2	3	4	
204.	Keep score in games (example: bowling, cards)	1	2	3	4	
205.	Avoid liquor and drug problems.	1	2	3	4	
206.	Participate in our system of government	1	2	3	4	
207.	Read help wanted ads	1	2	3	4	
208.	Write a letter to a friend	1	2	3	4	
209.	Tell repairmen what to do (examples: plumbers, car mechanics)	1	2	3	4	
210.	Figure out sales taxes.	1	2	3	4	
211.	Decide what job training I need.	1	2	3	4	
212.	Choose what sexual behavior is right for me.	1	2	3	4	(24)

A 1

(50) (69)

2871010

1. Listed below are six skills you could learn in adult education classes. Please tell us how important each skill is to you by putting a 1 next to the skill you want to learn first, a 2 next to the skill you want to learn second, a 3 next to the skill you want to learn third, and a 4 next to the skill you want to learn fourth.

_______ Writing
_______ Decision Making
_______ Speaking, Listening, Remembering (1,3)

_______ Forming Values and Setting Goals
_______ Reading
_______ Arithmetic (4,6)

2. Listed below are six skills adults might use in their everyday life. Please tell us how well you can already do each skill by marking a 1 next to the skill you can do best, a 2 next to the skill you can do second best, a 3 next to the skill you can do third best, and a 4 next to the skill you can do fourth best.

_______ Writing
_______ Decision Making
_______ Speaking, Listening, Remembering (7,9)

_______ Forming Values and Setting Goals
_______ Reading
_______ Arithmetic (10,12)

1011

288

Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture carefully and tell us which two you like best.

Mark an "X" in the box next to the two pictures you like best:

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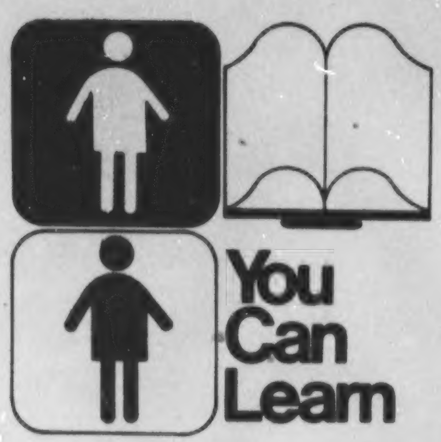
You
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Learn

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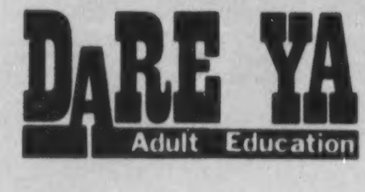
DARE YA
Adult Education

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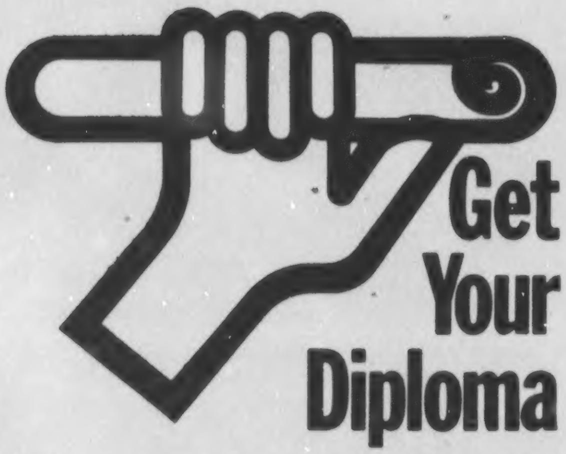
Get
Your
Diploma

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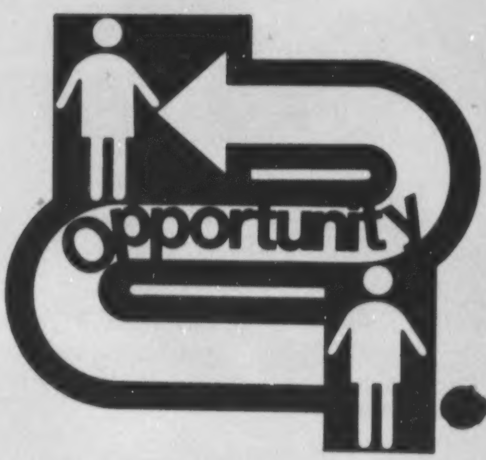
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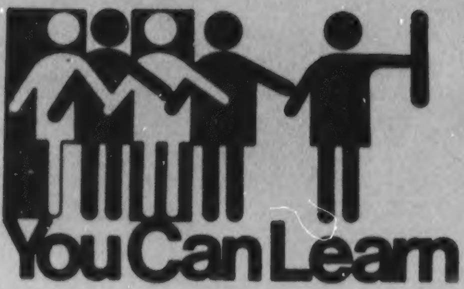
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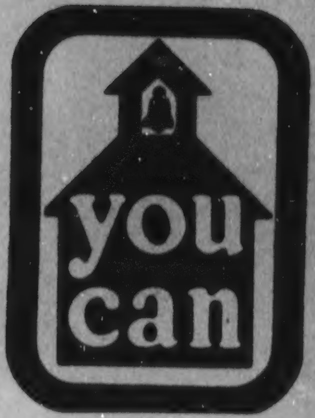

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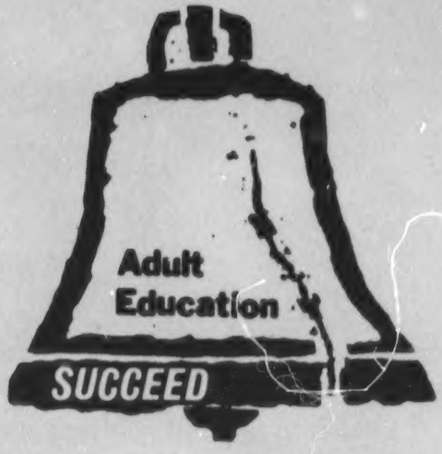
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(19,20)

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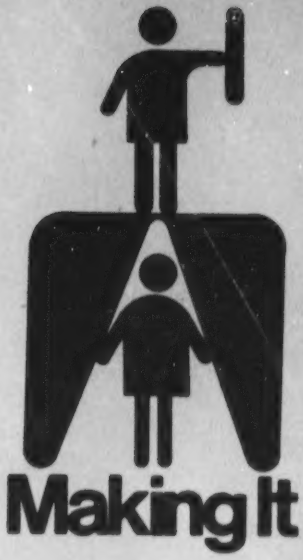

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(50) (69)

290 1013

There are no right or wrong answers. Please tell us how you feel about each idea by circling True or False next to each sentence.

1. I often wish I were someone else . . . . True False (1)

2. I find it very hard to talk in front of a group . . . . True False

3. There are lots of things about myself I'd change if I could True False

4. I can make up my mind without too much trouble . . . True False

5. I'm a lot of fun to be with . . . . True False

6. I get upset easily at home . . . . True False

7. It takes me a long time to get used to anything new . . True False

8. I'm popular with people my own age . . . . True False

9. Too much is expected of me at home . . . . True False

10. My parents usually consider my feelings. . . . . . True False

11. I give in very easily . . . . True False

12. It's pretty tough to be me . . . . True False

13. Things are all mixed up in my life. . . . . True False (13)

291 1014

There are no right or wrong answers. Please tell us how you feel about each idea by circling True or False next to each sentence.

14. Other people usually follow my ideas . . . . True False (14)

15. I have a low opinion of myself . . . . True False

16. There are many times I'd like to leave home . . . . True False

17. I often feel upset about the work that I do . . . . . . True False

18. I'm not as nice looking as most people . . . . True False

19. If I have something to say, I usually say it. . . . . True False

20. At home, my family understands me . . . . True False

21. Most people are better liked than I am . . . . True False

22. I usually felt as if my parents were pushing me . . . True False

23. I often get discouraged at what I am doing . . . . . True False

24. Things usually don't bother me . . . . True False

25. I can't be depended on . . . . True False

26. I always tell the truth . . . . True False

27. I like everyone I know . . . . True False (27)

1015

(50) S E (69)

292

Listed below are some classroom activities that teachers could or could not include in adult education programs. Remembering that all things cannot fit during classtime, please tell us how much of each activity should go on in class. Circle the number that best shows how you feel about each idea.

How often should your teacher use classtime to:	Never	Sometimes	Often	Almost Always
1. Answer your questions	1	2	3	4 (1)
2. Ask you questions	1	2	3	4
3. Correct your papers and keep the room neat	1	2	3	4
4. Use radio, T.V. and movies in class	1	2	3	4
5. Use machines in teaching (examples: computers, video readers)	1	2	3	4
6. Work with small groups of adult learners	1	2	3	4
7. Help you practice skills	1	2	3	4
8. Praise you for what you do in class	1	2	3	4
9. Let you choose what you want to learn	1	2	3	4
10. Learn how different you are from younger learners and other adults	1	2	3	4
11. Help you plan your education	1	2	3	4
12. Tell you about job training you can get	1	2	3	4
13. Help you with family problems	1	2	3	4
14. Tell you how to get help if you need money	1	2	3	4 (14

Listed below are some ideas that people sometimes think about. Please look at each idea carefully and tell us how often you think about each one. Circle the number that best shows how you feel about each idea.

How often do you think that:	Never	Sometimes	Often	Almost Always	
1. You know what you want out of this adult education program	1	2	3	4	(15)
2. Adult education will help you "make it in life"	1	2	3	4	
3. You will use what you learn in adult education in your everyday life	1	2	3	4	
4. This adult education class is hard work	1	2	3	4	
5. You are getting what you want out of this adult education program	1	2	3	4	
6. It is important that you keep learning all of your life. . . .	1	2	3	4	
7. You will do well in this adult education program	1	2	3	4	
8. Adult education teachers are happy in their work	1	2	3	4	
9. Adult education teachers like adult learners	1	2	3	4	
10. Adult education teachers expect you to do well in class . .	1	2	3	4	(24)

☐☐☐☐ ☐ ☐ ☐ M Y ☐☐ ☐☐☐☐

(50) 1017 294 (69)

17y

DEAR ADULT LEARNER:

THIS IS NOT A TEST, THERE ARE NO RIGHT OR WRONG ANSWERS. THIS IS A SURVEY OF YOUR FEELINGS AND IDEAS THAT CAN HELP IMPROVE THIS ADULT EDUCATION PROGRAM. IT IS VERY IMPORTANT THAT YOU TELL US HONEST ANSWERS SO THAT WE CAN GIVE YOU WHAT YOU REALLY WANT.

YOU WILL NOT BE ASKED TO GIVE YOUR NAME AND NO ONE IN THIS SCHOOL WILL KNOW WHAT YOUR ANSWERS ARE BECAUSE YOU WILL SEAL THE SURVEY CLOSED. WE THINK YOU WILL FIND THIS SURVEY EASY AND FUN TO TAKE. THANK YOU VERY MUCH FOR YOUR HELP AND COOPERATION.

DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example: I like hot summer weather	[✓ 1]	2	3	4
Taxes are too high.	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

4 Cake

3 Coffee

1 Hamburger

2 Carrots

When the question asks you if something is true or false, just circle the word.

Example: I had the flu this winter. [✓ True] False

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T. V. ?

[✓ 1.] Nothing else to do

2. Everyone else does

[✓ 3.] It's free

4. Something special is on

5. It makes me feel good

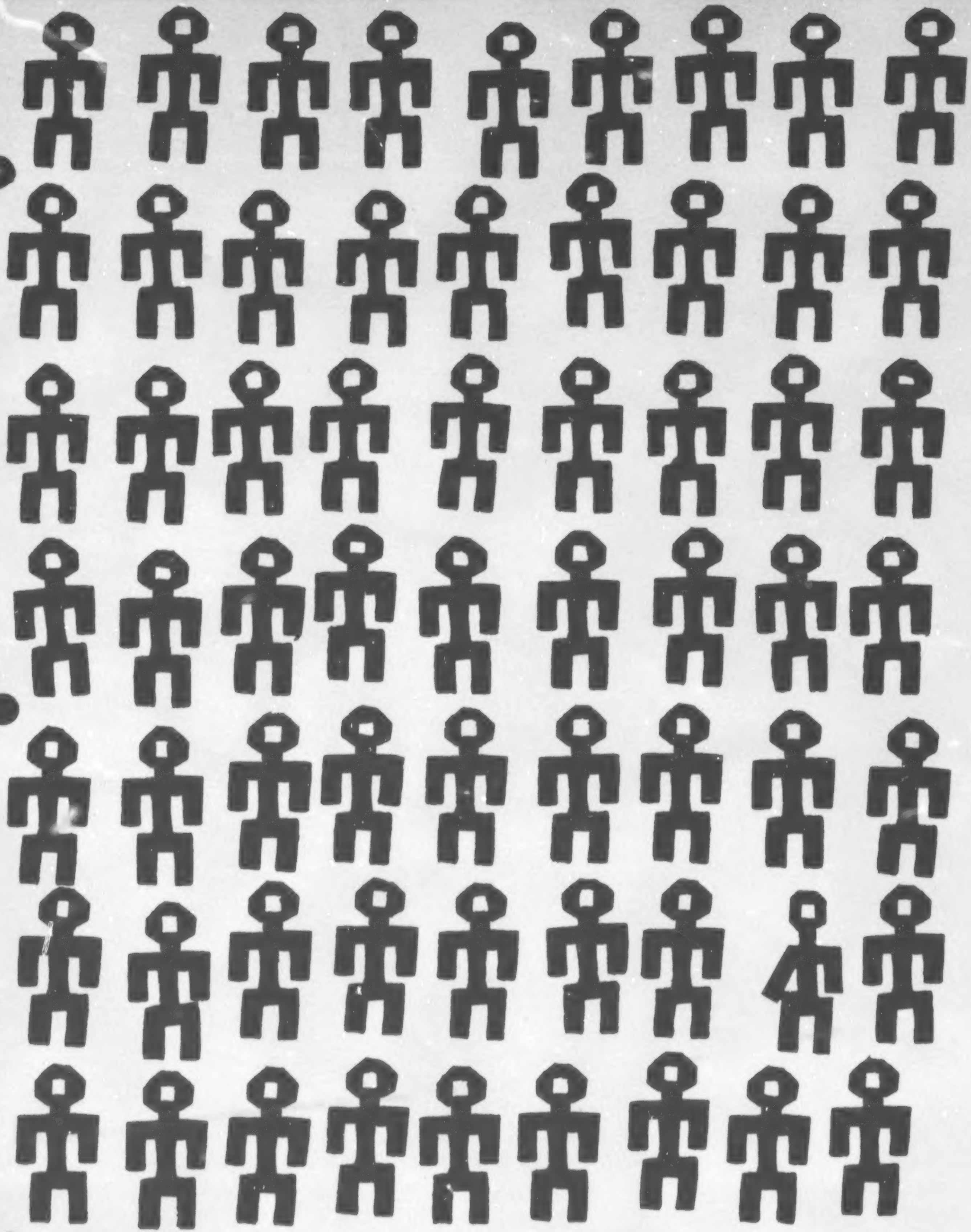
IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOU TO LEARN CERTAIN TASKS.

1020

297

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?



WE CARE WHAT YOU THINK

Adult Education Survey

Michigan Department of Education

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Ballan, Project Specialist
Margaret L. Dickinson, Project Specialist

Support for this project was provided by a grant of Federal funds under Section 309 of the Adult Education Act (P.L. 91-230 III), as amended, administered by the Michigan Department of Education. Points of view and opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Michigan Department of Education.

DEAR ADULT LEARNER:

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YOU WILL NOT BE ASKED TO GIVE YOUR NAME AND NO ONE IN THIS SCHOOL WILL KNOW WHAT YOUR ANSWERS ARE BECAUSE YOU WILL SEAL THE SURVEY CLOSED. WE THINK YOU WILL FIND THIS SURVEY EASY AND FUN TO TAKE. THANK YOU VERY MUCH FOR YOUR HELP AND COOPERATION.

1024

301

DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example: I like hot summer weather	[✓ 1]	2	3	4
Taxes are too high.	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

4	Cake	1	Hamburger
3	Coffee	2	Carrots

When the question asks you if something is true or false, just circle the word.

Example: I had the flu this winter. [✓ True] False

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T. V. ?

[✓ 1.] Nothing else to do

2. Everyone else does

[✓ 3.] It's free

4. Something special is on

5. It makes me feel good

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOU TO LEARN CERTAIN TASKS.

303 1026

Listed below are some things that you may or may not be interested in learning. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard to learn how to:

		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
301.	Use a voting machine or a paper ballot	1	2	3	4	(1)
302.	Do the paperwork for a job (examples: sales slips, work orders).	1	2	3	4	
303.	Talk about feelings and ideas to friends.	1	2	3	4	
304.	Use money wisely by figuring out a family budget.	1	2	3	4	
305.	Protect my legal rights if arrested or sued.	1	2	3	4	
306.	Cooperate with others for success at work.	1	2	3	4	
307.	Read books for fun	1	2	3	4	
308.	Fill out forms at a health clinic or doctor's office.	1	2	3	4	
309.	Give directions to someone using North, South, East, West	1	2	3	4	
310.	Use measuring tools on the job, when employed	1	2	3	4	
311.	Make decisions about using free time wisely	1	2	3	4	
312.	Decide how I feel about birth control	1	2	3	4	(12)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOU CAN ALREADY DO CERTAIN TASKS.

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I already know how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
401. Read a newspaper to learn about what is going on in the world	1	2	3	4	(13)
402. Fill in the spaces on a job application	1	2	3	4	
403. Understand the meaning of things I see and hear on radio and T.V.	1	2	3	4	
404. Figure out the best buys when shopping	1	2	3	4	
405. Decide who to vote for in an election	1	2	3	4	
406. Enjoy my work, when employed	1	2	3	4	
407. Read magazines for pleasure	1	2	3	4	
408. Order goods through the mail (examples: T.V. record offers, catalog orders)	1	2	3	4	
409. Listen to others talk about politics	1	2	3	4	
410. Understand what my paycheck deductions mean	1	2	3	4	
411. Deal with changes in the world around me	1	2	3	4	
412. Choose a way to live my life that will bring me happiness	1	2	3	4	(24)

☐☐☐☐☐☐☐ A 2 ☐☐☐☐☐

(50) (69)

1. Listed below are six skills you could learn in adult education classes. Please tell us how important each skill is to you by putting a 1 next to the skill you want to learn first, a 2 next to the skill you want to learn second, a 3 next to the skill you want to learn third, and a 4 next to the skill you want to learn fourth.

______ Writing

______ Decision Making

______ Speaking, Listening, Remembering (1,3)

______ Forming Values and Setting Goals

______ Reading

______ Arithmetic (4,6)

2. Listed below are six skills adults might use in their everyday life. Please tell us how well you can already do each skill by marking a 1 next to the skill you can do best, a 2 next to the skill you can do second best, a 3 next to the skill you can do third best, and a 4 next to the skill you can do fourth best.

______ Writing

______ Decision Making

______ Speaking, Listening, Remembering (7,9)

______ Forming Values and Setting Goals

______ Reading

______ Arithmetic (10,12)

Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture carefully and tell us which two you like best.

Mark an "X" in the box next to the two pictures you like best:

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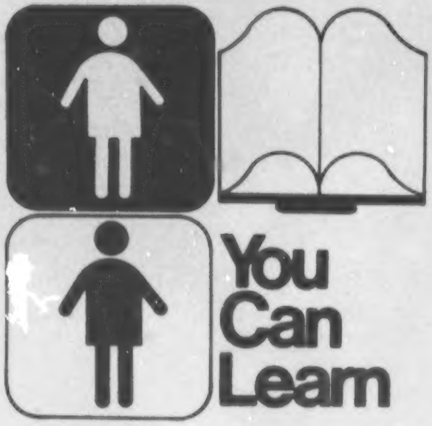
You
Can
Learn

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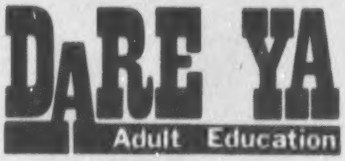
DARE YA
Adult Education

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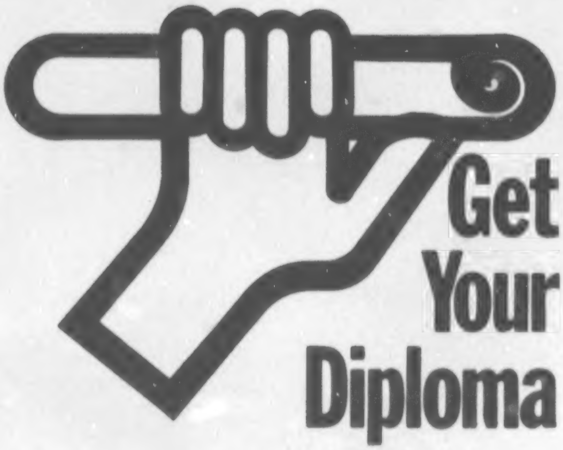
Get
Your
Diploma

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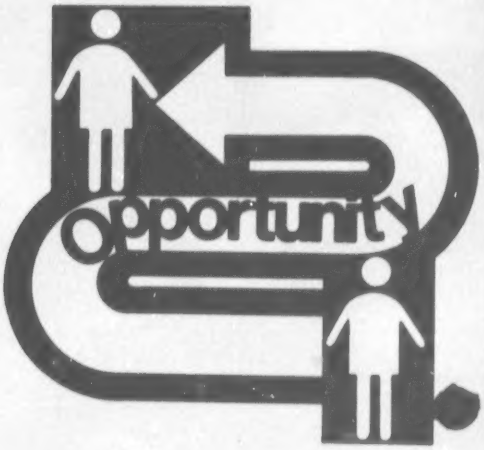
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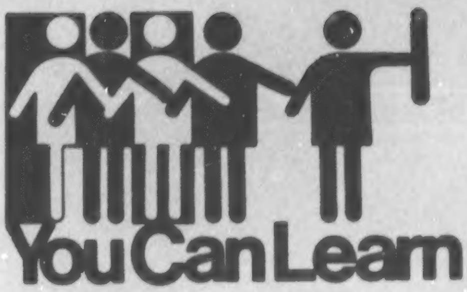
You Can Learn

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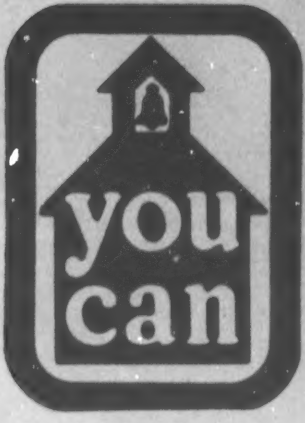

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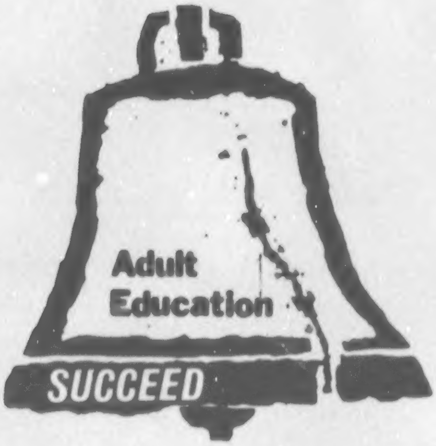
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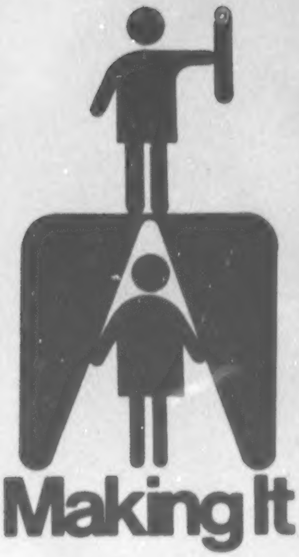

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(50) (69)

309

Listed below are some reasons that keep people from taking adult education classes. Please think of people you know who need more education and tell us why they don't come to classes. (Circle ONLY those that apply to people you know.)

People I know don't come to adult education classes because they:

1. Don't know about adult education classes. (1)
2. Are afraid they can't do the class work.
3. Don't think it will do them any good.
4. Don't like where the classes are held.
5. Don't like when the classes are held.
6. Can't afford the costs (examples: books, transportation).
7. Don't have time.
8. Can't get a babysitter.
9. Are afraid of new experiences.
10. Dislike school.
11. Don't live in one place long enough.
12. Are afraid of being robbed or beaten up.
13. Are embarrassed to admit that they can't read or write.
14. Other, write in: ______________________________ (14)

____

310

1033

14x

Listed below are some reasons why adults start coming to adult education classes. Look over the list and tell us why you started coming to adult education classes. (Circle ONLY those that apply to you)

I started coming to adult education classes to:

1. Improve my job situation. (15)
2. Complete a high school diploma or pass the G.E.D. test.
3. Improve my basic skills (reading, writing, arithmetic).
4. Feel better about myself.
5. Get ready to go to college, trade or vocational school.
6. Learn English.
7. Meet people.
8. Become better informed.
9. Be better able to take care of my family.
10. Other (write in) ____________________ (24)

Listed below are some reasons why adults keep coming to adult education classes. Look over the list and tell us why you keep coming to adult education classes. (Circle ONLY those that apply to you)

I keep coming to adult education classes because:

1. I like the school work. (25)
2. I like the classrooms and learning materials.
3. I'm learning something useful.
4. I think the teachers are good.
5. I get money for coming.
6. I like the way the school is run.
7. I like the other adult learners.
8. I don't have too many personal problems.
9. I think I am accomplishing something.
10. I get praised by my friends and family for coming.
11. Other (write in) 311 1034 (35)

15x

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want adult education teachers to show each behavior in class.

How often do you want adult education teachers to be:	Never	Sometimes	Often	Almost Always	
1. Cautious and careful	1	2	3	4	(1)
2. Tidy and thorough	1	2	3	4	
3. More interested in feelings than scientific rules	1	2	3	4	
4. Hardworking and successful at getting things done.	1	2	3	4	
5. High-strung and restless	1	2	3	4	
6. Outspoken and interested in getting their own way.	1	2	3	4	
7. Close to other people and unsure of themselves.	1	2	3	4	
8. Entertaining and enthusiastic	1	2	3	4	
9. Old-fashioned and practical	1	2	3	4	
10. Unselfish and thoughtful of others	1	2	3	4	
11. Demanding and short-tempered.	1	2	3	4	(11)

312

1035

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want adult education teachers to show each behavior in class.

How often do you want adult education teachers to be:

	Never	Sometimes	Often	Almost Always	
12. Patient and agreeable	1	2	3	4	(12)
13. Carefree and not involved in other people's lives	1	2	3	4	
14. Confident and stable	1	2	3	4	
15. Quiet and private about personal feelings	1	2	3	4	
16. Relaxed and calm	1	2	3	4	
17. Soft-spoken and gentle	1	2	3	4	
18. Curious and interested in solving problems	1	2	3	4	
19. Easygoing and not too busy	1	2	3	4	
20. Daring and bold	1	2	3	4	
21. Not concerned about small details and not into planning everything ahead	1	2	3	4	
22. Willing to try new ideas and ways of doing things	1	2	3	4	(22)

☐☐☐☐ ☐ ☐ ☐ P E ☐☐ ☐☐☐

(50) (69)

313 1036

1. How did you learn about adult education classes?
   (circle ALL that apply)

   1. A relative (1)
   2. A friend or neighbor
   3. Someone from adult education calling you or coming to see you
   4. People who help (examples: social workers, priest/minister)
   5. My own idea
   6. Radio
   7. T.V.
   8. Newspapers
   9. Mailed notices
   10. Signs and billboards
   11. Michigan Employment Security Commission (MESC)
   12. Department of Social Services (DSS)
   13. Regular Day School
   14. Other, write in: ______________________________ (14)

2. Will you stop getting money if you stop coming to adult education classes?
   (circle ONLY one)

   1. Yes 2. No

3. In the past have you ever started an adult education class and then dropped out?
   (circle ONLY one)

   1. Yes 2. No (16)

314
1037

4. As of today, what is your working status?
(circle ALL that apply)

1. Working for pay full-time (17)

2. Working for pay part-time

3. Not working for pay

    a. Retired
    b. Homemaker
    c. Laid off
    d. Disabled
    e. Haven't had a job in a long time
    f. Never had a job
    g. Other (write in) ______________________ (26)

5. What is the source of your income?
(circle ALL that apply)

1. Your own work (27)

2. Your spouse's (husband/wife's) work

3. ADC (Aid to Dependent Children)

4. Welfare (including General Assistance)

5. Unemployment Compensation

6. Social Security Administration

7. Veteran's Administration

8. Other (write in) ______________________ (34)

315 1038

6. How many years have you lived in your neighborhood? (write in)

__ __ Years (35,36)

7. How many months have you been in this adult education program? (write in)

__ __ Months (37,38)

8. How old were you when you quit regular school? (write in)

__ __ Years Old (39,40)

9. What was the highest grade you finished in regular school? (write in)

__ __ Grade (41,42)

10. What language is most often spoken by your family at home? (circle ONLY one) (43)

   1. English
   2. Spanish
   3. Arabic
   4. Chaldean
   5. Greek
   6. Vietnamese
   7. Italian
   8. American Indian
   9. Chinese
   10. German
   11. Polish
   12. Other (write in) ________________

11. In what year were you born? (write in)

19__ __ (44,45)

12. What is your race? (circle ONLY one) (46)

   1. Black
   2. White
   3. Latino, Hispanic
   4. Asian, Pacific Islander
   5. American Indian

13. What is your sex? (circle ONLY one) (47)

   1. Female
   2. Male

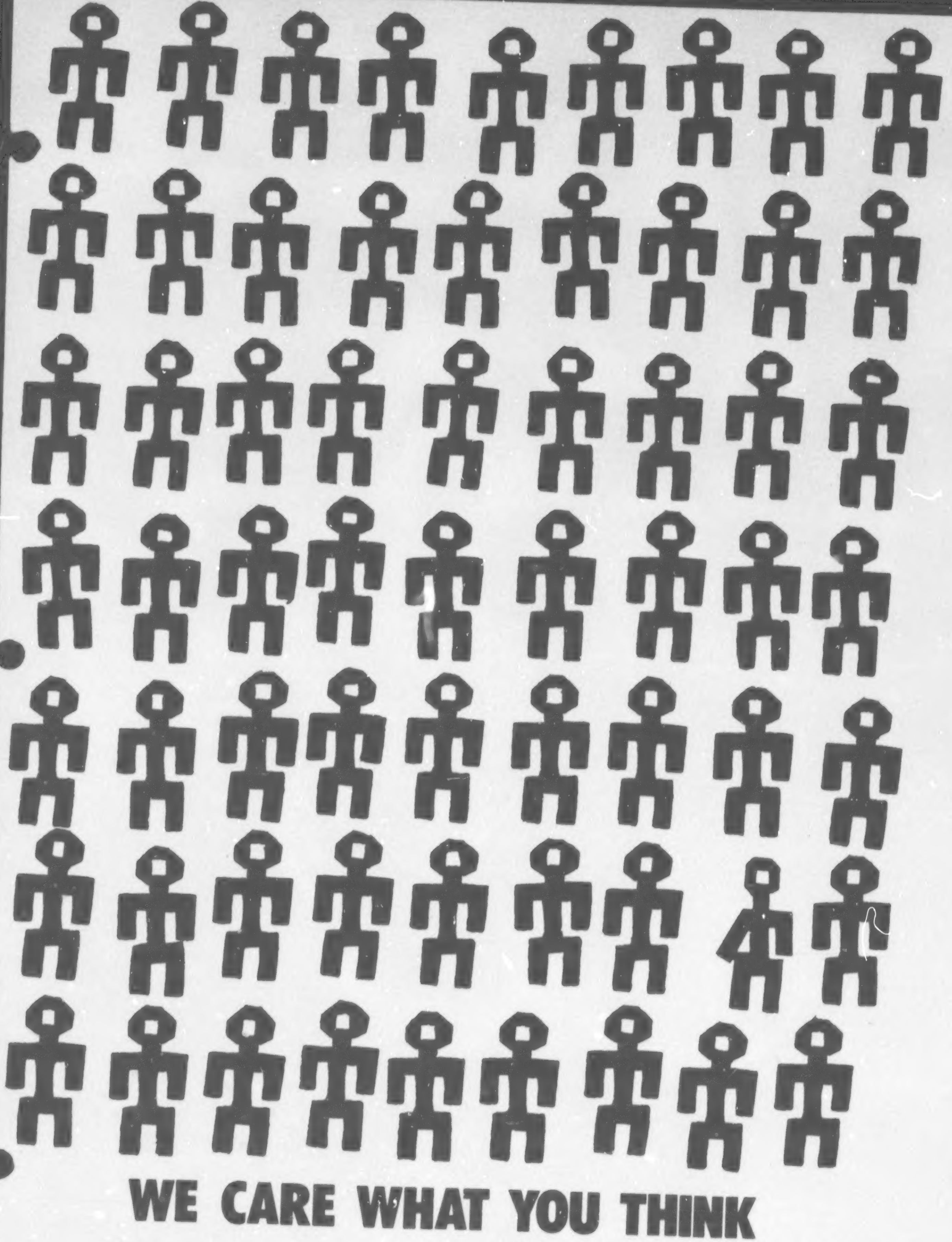
1	0	0	4	2	1	2	D	E		S			

(50) (69)

3161039

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?



WE CARE WHAT YOU THINK

318 1041

Adult Education Survey

Michigan Department of Education

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Bellan, Project Specialist
Margaret L. Dickinson, Project Specialist

Support for this project was provided by a grant of Federal funds under Section 309 of the Adult Education Act (P.L. 91-230 III), as amended, administered by the Michigan Department of Education. Points of view and opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Michigan Department of Education.

DEAR ADULT LEARNER:

THIS IS NOT A TEST, THERE ARE NO RIGHT OR WRONG ANSWERS. THIS IS A SURVEY OF YOUR FEELINGS AND IDEAS THAT CAN HELP IMPROVE THIS ADULT EDUCATION PROGRAM. IT IS VERY IMPORTANT THAT YOU TELL US HONEST ANSWERS SO THAT WE CAN GIVE YOU WHAT YOU REALLY WANT.

YOU WILL NOT BE ASKED TO GIVE YOUR NAME AND NO ONE IN THIS SCHOOL WILL KNOW WHAT YOUR ANSWERS ARE BECAUSE YOU WILL SEAL THE SURVEY CLOSED. WE THINK YOU WILL FIND THIS SURVEY EASY AND FUN TO TAKE. THANK YOU VERY MUCH FOR YOUR HELP AND COOPERATION.

DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example: I like hot summer weather	[✓ 1]	2	3	4
Taxes are too high.	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

4 Cake

1 Hamburger

3 Coffee

2 Carrots

When the question asks you if something is true or false, just circle the word.

Example: I had the flu this winter. [✓ True] False

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T. V. ?

[✓ 1.] Nothing else to do

2. Everyone else does

[✓ 3.] It's free

4. Something special is on

5. It makes me feel good

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOU TO LEARN CERTAIN TASKS.

Listed below are some things that you may or may not be interested in learning. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard to learn how to:

		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
201.	Read newspapers and magazine advertisements carefully enough to spot lies	1	2	3	4	(1)
202.	Fill out voter registration forms	1	2	3	4	
203.	Say the right thing at a job interview	1	2	3	4	
204.	Keep score in games (example: bowling, cards)	1	2	3	4	
205.	Avoid liquor and drug problems	1	2	3	4	
206.	Participate in our system of government	1	2	3	4	
207.	Read help wanted ads	1	2	3	4	
208.	Write a letter to a friend	1	2	3	4	
209.	Tell repairmen what to do (examples: plumbers, car mechanics)	1	2	3	4	
210.	Figure out sales taxes	1	2	3	4	
211.	Decide what job training I need	1	2	3	4	
212.	Choose what sexual behavior is right for me	1	2	3	4	(12)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOU CAN ALREADY DO CERTAIN TASKS.

324

1047

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I already know how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
101. Find out what is in food I eat by reading food packages . .	1	2	3	4	(13)
102. Fill out forms for financial assistance (examples: unemployment benefits, ADC)	1	2	3	4	
103. Explain a job to a new worker, when employed	1	2	3	4	
104. Figure out the cost of a hobby or vacation	1	2	3	4	
105. Help the family through hard times (examples: serious illness, death of a loved one).	1	2	3	4	
106. Get along with people different from me	1	2	3	4	
107. Read books that teach new work skills (example: books from a job training class)	1	2	3	4	
108. Put my thoughts in writing	1	2	3	4	
109. Talk to family members without arguing	1	2	3	4	
110. Use metric measurements like: meters, liters and kilometers	1	2	3	4	
111. Protect myself against unfairness at work.	1	2	3	4	
112. Decide what to believe in (examples: religions, superstitions)	1	2	3	4	(24)

B 1

(50) (69)

Adult Education Survey

Michigan Department of Education

Developed by

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338

1061

DEAR ADULT LEARNER:

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YOU WILL NOT BE ASKED TO GIVE YOUR NAME AND NO ONE IN THIS SCHOOL WILL KNOW WHAT YOUR ANSWERS ARE BECAUSE YOU WILL SEAL THE SURVEY CLOSED. WE THINK YOU WILL FIND THIS SURVEY EASY AND FUN TO TAKE. THANK YOU VERY MUCH FOR YOUR HELP AND COOPERATION.

339

DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example: I like hot summer weather	[✓ 1]	2	3	4
Taxes are too high.	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

4 Cake

1 Hamburger

3 Coffee

2 Carrots

When the question asks you if something is true or false, just circle the word.

Example: I had the flu this winter. [✓ True] False

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T. V. ?

[✓ 1.] Nothing else to do

2. Everyone else does

[✓ 3.] It's free

4. Something special is on

5. It makes me feel good

1053

340

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOU TO LEARN CERTAIN TASKS.

341

1064

Listed below are some things that you may or may not be interested in learning. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard to learn how to:

		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
401.	Read a newspaper to learn about what is going on in the world	1	2	3	4	(1)
402.	Fill in the spaces on a job application	1	2	3	4	
403.	Understand the meaning of things I see and hear on radio and T.V.	1	2	3	4	
404.	Figure out the best buys when shopping	1	2	3	4	
405.	Decide who to vote for in an election	1	2	3	4	
406.	Enjoy my work, when employed	1	2	3	4	
407.	Read magazines for pleasure	1	2	3	4	
408.	Order goods through the mail (examples: T.V. record offers, catalog orders)	1	2	3	4	
409.	Listen to others talk about politics	1	2	3	4	
410.	Understand what my paycheck deductions mean	1	2	3	4	
411.	Deal with changes in the world around me	1	2	3	4	
412.	Choose a way to live my life that will bring me happiness	1	2	3	4	(12)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOU CAN ALREADY DO CERTAIN TASKS.

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I already know how to:

		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
301.	Use a voting machine or a paper ballot	1	2	3	4	(13)
302.	Do the paperwork for a job (examples: sales slips, work orders)	1	2	3	4	
303.	Talk about feelings and ideas to friends.	1	2	3	4	
304.	Use money wisely by figuring out a family budget . .	1	2	3	4	
305.	Protect my legal rights if arrested or sued.	1	2	3	4	
306.	Cooperate with others for success at work.	1	2	3	4	
307.	Read books for fun	1	2	3	4	
308.	Fill out forms at a health clinic or doctor's office . .	1	2	3	4	
309.	Give directions to someone using North, South, East, West	1	2	3	4	
310.	Use measuring tools on the job, when employed. . . .	1	2	3	4	
311.	Make decisions about using free time wisely	1	2	3	4	
312.	Decide how I feel about birth control	1	2	3	4	(24)

☐ ☐ ☐ ☐ ☐ ☐ ☐ B 2 ☐ ☐ ☐ ☐ ☐

(50) 10614 (69)

1. Listed below are six skills you could learn in adult education classes. Please tell us how important each skill is to you by putting a 1 next to the skill you want to learn first, a 2 next to the skill you want to learn second, a 3 next to the skill you want to learn third, and a 4 next to the skill you want to learn fourth.

_______ Writing

_______ Decision Making

_______ Speaking, Listening, Remembering (1,3)

_______ Forming Values and Setting Goals

_______ Reading

_______ Arithmetic (4,6)

2. Listed below are six skills adults might use in their everyday life. Please tell us how well you can already do each skill by marking a 1 next to the skill you can do best, a 2 next to the skill you can do second best, a 3 next to the skill you can do third best, and a 4 next to the skill you can do fourth best.

_______ Writing

_______ Decision Making

_______ Speaking, Listening, Remembering (7,9)

_______ Forming Values and Setting Goals

_______ Reading

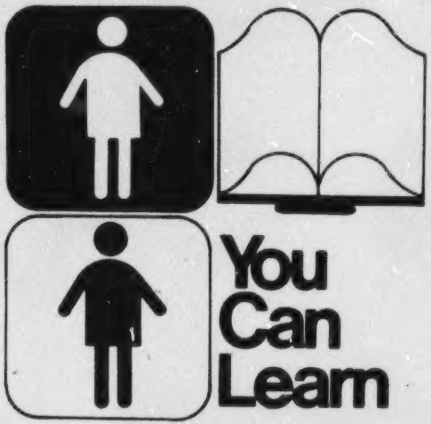
_______ Arithmetic (10,12)

1068 345

Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture carefully and tell us which two you like best.

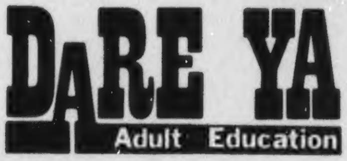
Mark an "X" in the box next to the two pictures you like best:

☐


You
Can
Learn

☐

(13,14)


DARE YA
Adult Education

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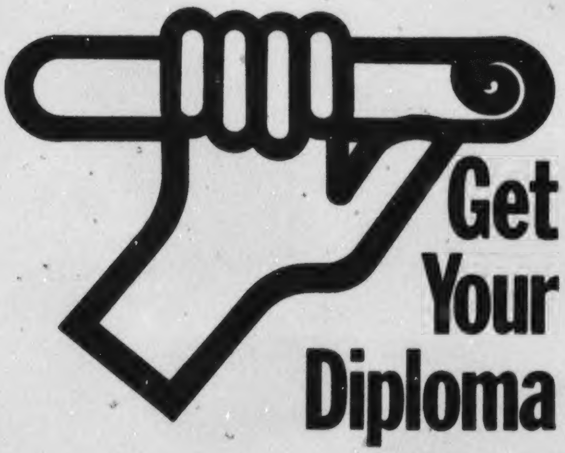
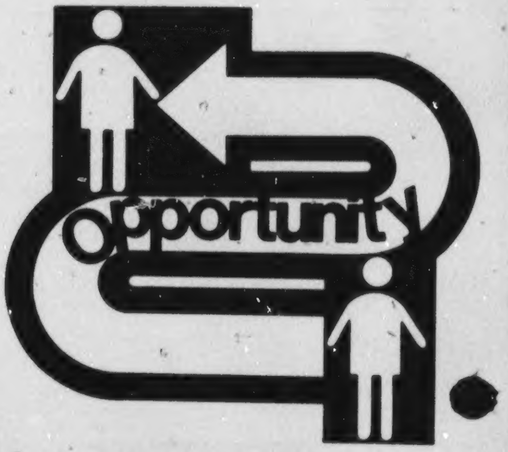

Get
Your
Diploma

☐

(15,16)


Opportunity

(17,18)

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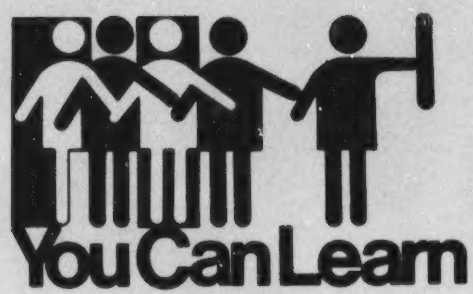
You Can Learn

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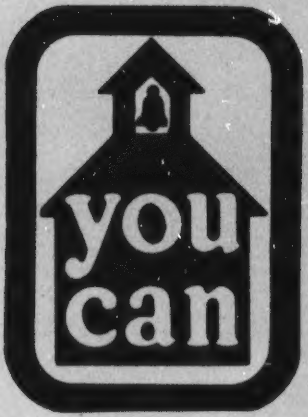

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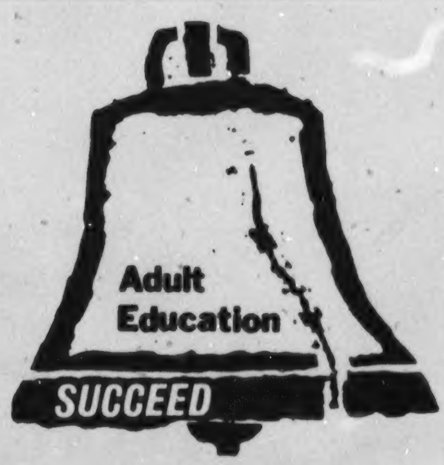
Adult
Education
SUCCEED

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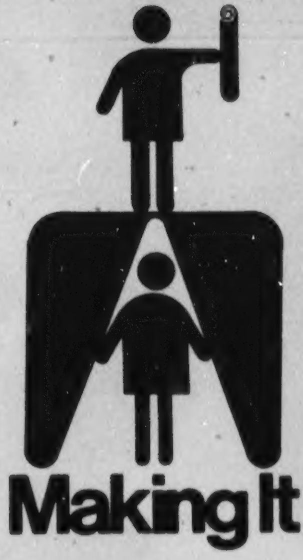

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(50) (69)

347 1070

Listed below are some reasons that keep people from taking adult education classes. Please think of people you know who need more education and tell us why they don't come to classes. (Circle ONLY those that apply to people you know.)

People I know don't come to adult education classes because they:

1. Don't know about adult education classes. (1)
2. Are afraid they can't do the class work.
3. Don't think it will do them any good.
4. Don't like where the classes are held.
5. Don't like when the classes are held.
6. Can't afford the costs (examples: books, transportation).
7. Don't have time.
8. Can't get a babysitter.
9. Are afraid of new experiences.
10. Dislike school.
11. Don't live in one place long enough.
12. Are afraid of being robbed or beaten up.
13. Are embarrassed to admit that they can't read or write.
14. Other, write in:______________________________ (14)

____

348 1071

14x

Listed below are some reasons why adults start coming to adult education classes. Look over the list and tell us why you started coming to adult education classes. (Circle ONLY those that apply to you)

I started coming to adult education classes to:

1. Improve my job situation. (15)
2. Complete a high school diploma or pass the G.E.D. test.
3. Improve my basic skills (reading, writing, arithmetic).
4. Feel better about myself.
5. Get ready to go to college, trade or vocational school.
6. Learn English.
7. Meet people.
8. Become better informed.
9. Be better able to take care of my family.
10. Other (write in) ________________________________ (24)

Listed below are some reasons why adults keep coming to adult education classes. Look over the list and tell us why you keep coming to adult education classes. (Circle ONLY those that apply to you)

I keep coming to adult education classes because:

1. I like the school work. (25)
2. I like the classrooms and learning materials.
3. I'm learning something useful.
4. I think the teachers are good.
5. I get money for coming.
6. I like the way the school is run.
7. I like the other adult learners.
8. I don't have too many personal problems.
9. I think I am accomplishing something.
10. I get praised by my friends and family for coming.
11. Other (write in) ______319 1072______ (35)

Listed below are some classroom activities that teachers could or could not include in adult education programs. Remembering that all things cannot fit during classtime, please tell us how much of each activity should go on in class. Circle the number that best shows how you feel about each idea.

How often should your teacher use classtime to:	Never	Sometimes	Often	Almost Always	
1. Answer your questions	1	2	3	4	(1)
2. Ask you questions	1	2	3	4	
3. Correct your papers and keep the room neat	1	2	3	4	
4. Use radio, T.V. and movies in class	1	2	3	4	
5. Use machines in teaching (examples: computers, video readers)	1	2	3	4	
6. Work with small groups of adult learners	1	2	3	4	
7. Help you practice skills	1	2	3	4	
8. Praise you for what you do in class	1	2	3	4	
9. Let you choose what you want to learn	1	2	3	4	
10. Learn how different you are from younger learners and other adults	1	2	3	4	
11. Help you plan your education	1	2	3	4	
12. Tell you about job training you can get	1	2	3	4	
13. Help you with family problems	1	2	3	4	
14. Tell you how to get help if you need money	1	2	3	4	(14)

350 1073

Listed below are some ideas that people sometimes think about. Please look at each idea carefully and tell us how often you think about each one. Circle the number that best shows how you feel about each idea.

How often do you think that:	Never	Sometimes	Often	Almost Always	
1. You know what you want out of this adult education program	1	2	3	4	(15)
2. Adult education will help you "make it in life"	1	2	3	4	
3. You will use what you learn in adult education in your everyday life	1	2	3	4	
4. This adult education class is hard work	1	2	3	4	
5. You are getting what you want out of this adult education program	1	2	3	4	
6. It is important that you keep learning all of your life. . . .	1	2	3	4	
7. You will do well in this adult education program	1	2	3	4	
8. Adult education teachers are happy in their work	1	2	3	4	
9. Adult education teachers like adult learners	1	2	3	4	
10. Adult education teachers expect you to do well in class . . .	1	2	3	4	(24)

M Y

(50) (69)

1074 351

17y

1. How did you learn about adult education classes?
(circle ALL that apply)

1. A relative (1)
2. A friend or neighbor
3. Someone from adult education calling you or coming to see you
4. People who help (examples: social workers, priest/minister)
5. My own idea
6. Radio
7. T.V.
8. Newspapers
9. Mailed notices
10. Signs and billboards
11. Michigan Employment Security Commission (MESC)
12. Department of Social Services (DSS)
13. Regular Day School
14. Other, write in: ________________________________ (14)

2. Will you stop getting money if you stop coming to adult education classes?
(circle ONLY one)

1. Yes 2. No

3. In the past have you ever started an adult education class and then dropped out?
(circle ONLY one)

1. Yes 2. No (16)

4. As of today, what is your working status?
(circle ALL that apply)

1. Working for pay full-time (17)
2. Working for pay part-time
3. Not working for pay
    a. Retired
    b. Homemaker
    c. Laid off
    d. Disabled
    e. Haven't had a job in a long time
    f. Never had a job
    g. Other (write in) ______________________ (26)

5. What is the source of your income?
(circle ALL that apply)

1. Your own work (27)
2. Your spouse's (husband/wife's) work
3. ADC (Aid to Dependent Children)
4. Welfare (including General Assistance)
5. Unemployment Compensation
6. Social Security Administration
7. Veteran's Administration
8. Other (write in) ______________________ (34)

353 1076

6. How many years have you lived in your neighborhood? (write in)

__ __ Years (35,36)

7. How many months have you been in this adult education program? (write in)

__ __ Months (37,38)

8. How old were you when you quit regular school? (write in)

__ __ Years Old (39,40)

9. What was the highest grade you finished in regular school? (write in)

__ __ Grade (41,42)

10. What language is most often spoken by your family at home? (circle ONLY one) (43)

1. English
2. Spanish
3. Arabic
4. Chaldean
5. Greek
6. Vietnamese
7. Italian
8. American Indian
9. Chinese
10. German
11. Polish
12. Other (write in) __________

11. In what year were you born? (write in)

19__ __ (44,45)

12. What is your race? (circle ONLY one) (46)

1. Black
2. White
3. Latino, Hispanic
4. Asian, Pacific Islander
5. American Indian

13. What is your sex? (circle ONLY one) (47)

1. Female
2. Male

1 6 0 1 1 1 2 D E S

(50) (69)

1077 354

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?

____

____

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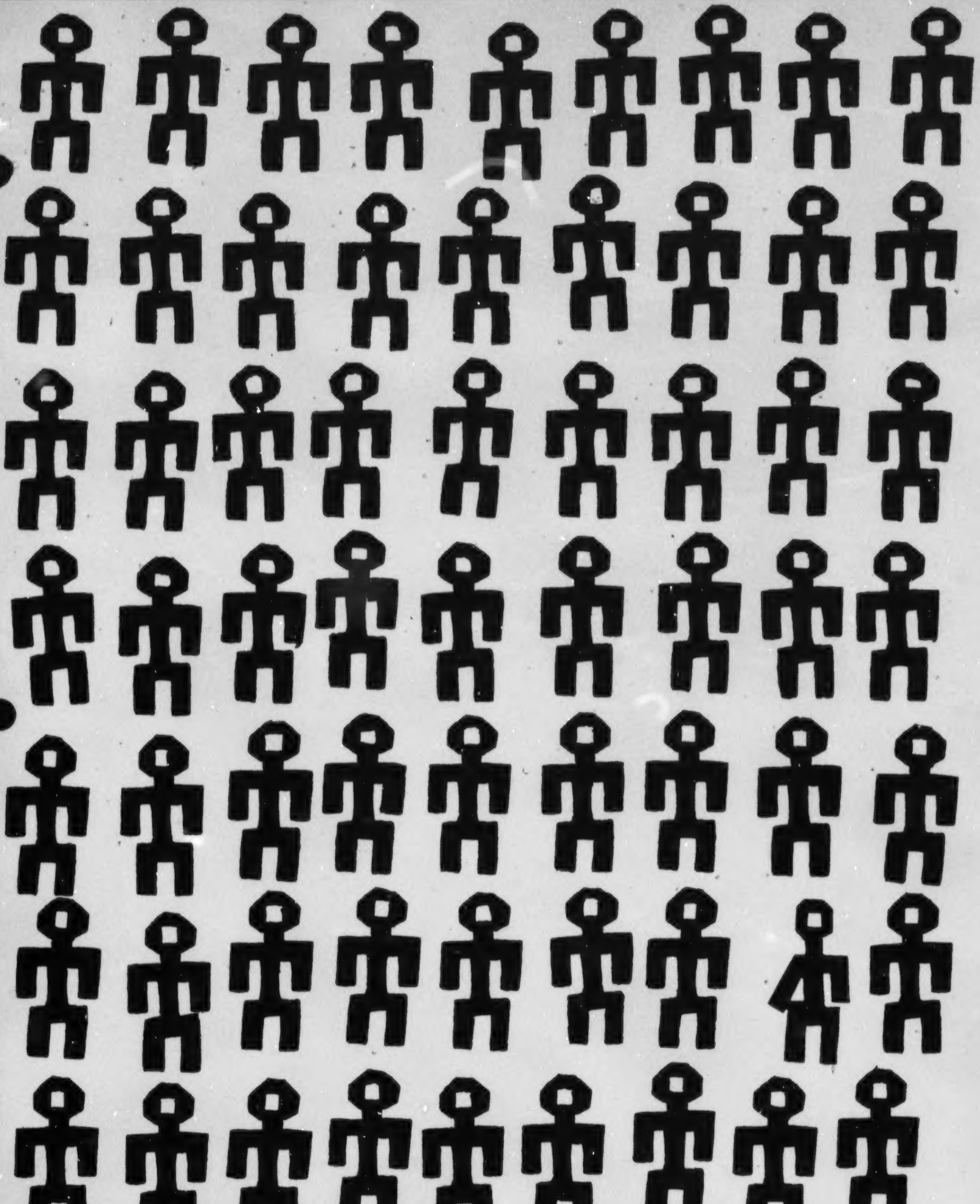

WE CARE WHAT YOU THINK

1079 356

T-1

Adult Education Survey

Michigan Department of Education

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Ballan, Project Specialist
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357

1080

DEAR TEACHER:

WE NEED YOUR HELP!

YOU HAVE BEEN RANDOMLY SELECTED TO COMPLETE A SURVEY CONCERNING YOUR ADULT BASIC EDUCATION PROGRAM. YOUR ANSWERS WILL HELP US FIND OUT HOW YOUR JOB CAN BE MADE EASIER AND WHAT KINDS OF THINGS WILL HELP YOU TEACH MORE EFFECTIVELY. THIS IS YOUR CHANCE TO EXPRESS ALL OF YOUR OPINIONS.

THE RESULTS OF THIS SURVEY WILL AFFECT THE DECISIONS OF LOCAL AND STATE POLICY MAKERS ON ADULT BASIC EDUCATION PROGRAMS. SO YOU CAN SEE HOW IMPORTANT IT IS FOR YOU TO ANSWER IT HONESTLY AND COMPLETELY.

YOUR ANSWERS WILL REMAIN CONFIDENTIAL. WHEN YOU HAVE COMPLETED THE SURVEY, SEAL IT WITH THE ENCLOSED SEAL AND RETURN IT IN ITS ENVELOPE TO YOUR ABE ADMINISTRATOR.

PLEASE TAKE A FEW MINUTES TO DO IT NOW.

DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example: I like hot summer weather	[✓ 1]	2	3	4
Taxes are too high.	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

__4__ Cake	__1__ Hamburger
__3__ Coffee	__2__ Carrots

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T.V.?

[✓ 1.] Nothing else to do

2. Everyone else does

[✓ 3.] It's free

4. Something special is on

5. It makes me feel good

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOUR ADULT LEARNERS TO LEARN CERTAIN TASKS.

Listed below are some things that ABE students may or may not be interested in learning. Please look at the list and circle the number that best shows how you think they feel.

My ABE students are willing to work very long and hard to learn how to:

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
101. Find out what is in food they eat by reading food packages .	1	2	3	4	(1)
102. Fill out forms for financial assistance (examples: unemployment benefits, ADC)	1	2	3	4	
103. Explain a job to a new worker, when employed	1	2	3	4	
104. Figure out the cost of a hobby or vacation.	1	2	3	4	
105. Help the family through hard times (examples: serious illness, death of a loved one).	1	2	3	4	
106. Get along with people different from them.	1	2	3	4	
107. Read books that teach new work skills (example: books from a job training class).	1	2	3	4	
108. Put their thoughts in writing	1	2	3	4	
109. Talk to family members without arguing	1	2	3	4	
110. Use metric measurements like: meters, liters and kilometers	1	2	3	4	
111. Protect themselves against unfairness at work	1	2	3	4	
112. Decide what to believe in (examples: religions, superstitions)	1	2	3	4	(12)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOUR ADULT LEARNERS CAN ALREADY DO CERTAIN TASKS.

Listed below are some skills that ABE students may or may not already have. Please look at the list and tell us if you think they already have these skills by circling the number that best shows how you feel.

My ABE students already know how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
201. Read newspapers and magazine advertisements carefully enough to spot lies	1	2	3	4	(13)
202. Fill out voter registration forms	1	2	3	4	
203. Say the right thing at a job interview	1	2	3	4	
204. Keep score in games (examples: bowling, cards).	1	2	3	4	
205. Avoid liquor and drug problems	1	2	3	4	
206. Participate in our system of government	1	2	3	4	
207. Read help wanted ads	1	2	3	4	
208. Write a letter to a friend	1	2	3	4	
209. Tell repairmen what to do (examples: plumbers, car mechanics)	1	2	3	4	
210. Figure out sales taxes	1	2	3	4	
211. Decide what job training they need	1	2	3	4	
212. Choose what sexual behavior is right for them	1	2	3	4	(24)

☐☐☐☐☐☐☐ A 1 ☐☐☐☐☐

(50) (69)

1096

1. Listed below are six skills adult learners could learn in ABE classes. Please tell us how important you think each skill is to them by marking a 1 next to the skill they want to learn first, a 2 next to the skill they want to learn second, a 3 next to the skill they want to learn third, and a 4 next to the skill they want to learn fourth.

______ Writing ______ Decision Making ______ Speaking, Listening, Remembering (1,3)

______ Forming Values and Setting Goals ______ Reading ______ Arithmetic (4,6)

2. Listed below are six skills adult learners could use in everyday life. Please tell us how well you think your ABE students can already do each skill by marking a 1 next to the skill they can do best, a 2 next to the skill they can do second best, a 3 next to the skill they can do third best, and a 4 next to the skill they can do fourth best.

______ Writing ______ Decision Making ______ Speaking, Listening, Remembering (7,9)

______ Forming Values and Setting Goals ______ Reading ______ Arithmetic (10,12)

Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture and tell us which two you think adult learners ~~would~~ would like best.

Mark an "X" in the box next to the two pictures they would like best:

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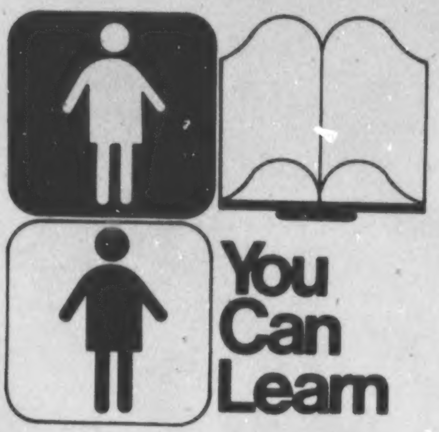
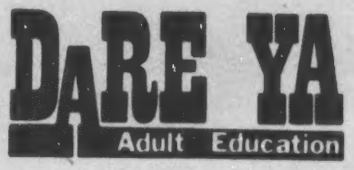
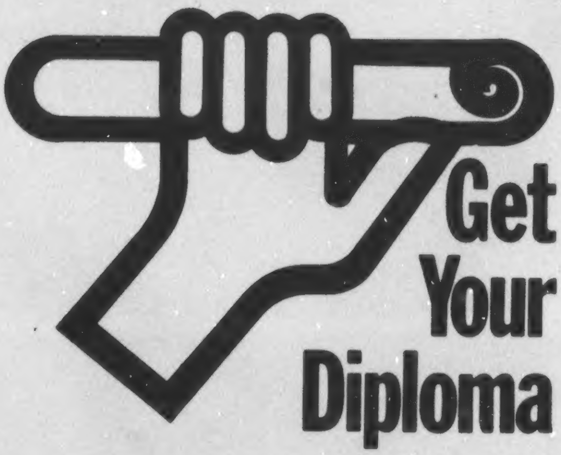

You
Can
Learn

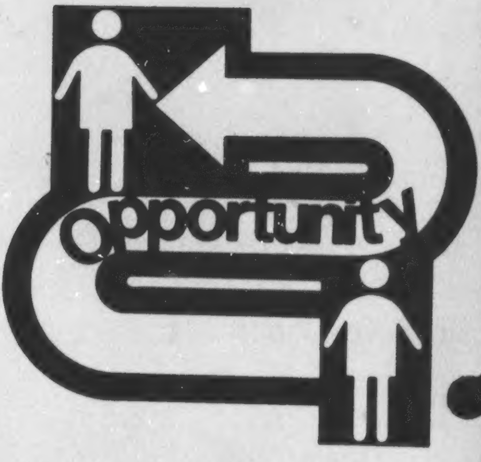
☐ (13,14)


DARE YA
Adult Education

☐


Get
Your
Diploma

☐ (15,16)


opportunity

365

1088

1. Listed below are six skills you could learn in adult education classes. Please tell us how important each skill is to you by putting a 1 next to the skill you want to learn first, a 2 next to the skill you want to learn second, a 3 next to the skill you want to learn third, and a 4 next to the skill you want to learn fourth.

______ Writing

______ Decision Making

______ Speaking, Listening, Remembering (1,3)

______ Forming Values and Setting Goals

______ Reading

______ Arithmetic (4,6)

2. Listed below are six skills adults might use in their everyday life. Please tell us how well you can already do each skill by marking a 1 next to the skill you can do best, a 2 next to the skill you can do second best, a 3 next to the skill you can do third best, and a 4 next to the skill you can do fourth best.

______ Writing

______ Decision Making

______ Speaking, Listening, Remembering (7,9)

______ Forming Values and Setting Goals

______ Reading

______ Arithmetic (10,12)

Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture carefully and tell us which two you like best.

Mark an "X" in the box next to the two pictures you like best:

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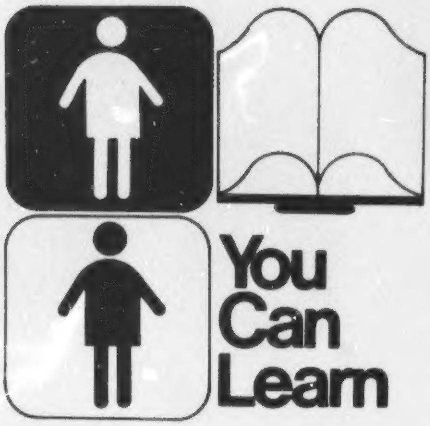
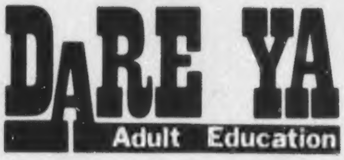

You
Can
Learn

☐ (13,14)


DARE YA
Adult Education

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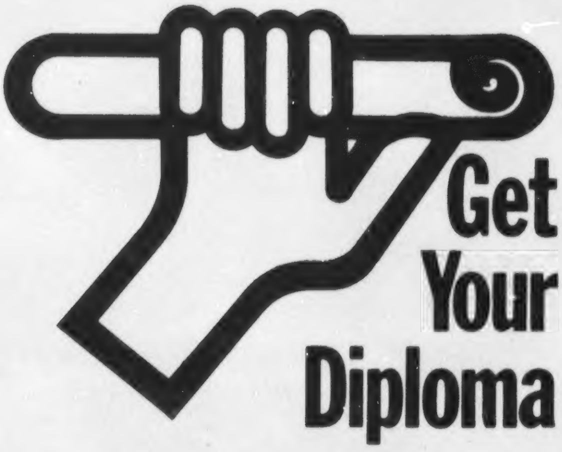
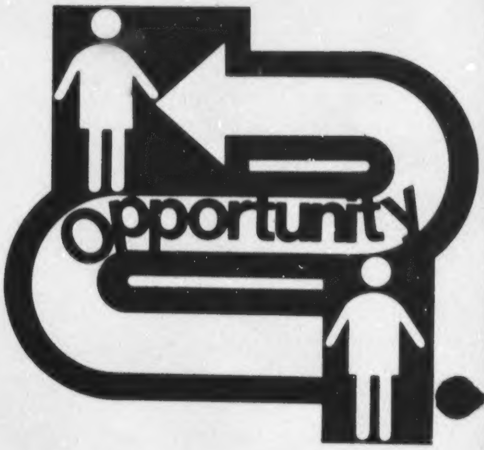

Get
Your
Diploma

☐ (15,16)


opportunity

327

1050

(17,18)

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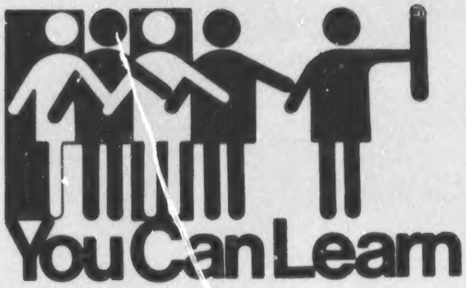
You Can Learn

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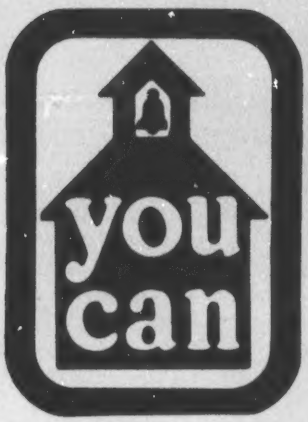

(19,20)

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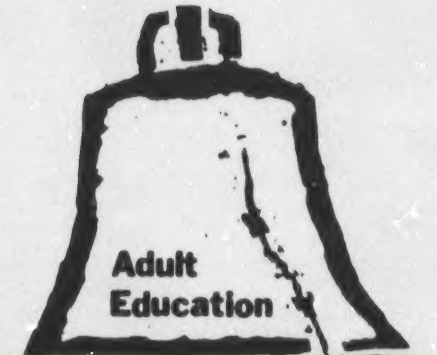
Adult
Education
SUCCEED

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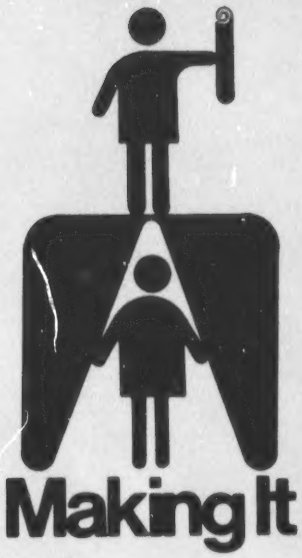

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(50) (60)

328 1051

There are no right or wrong answers. Please tell us how you feel about each idea by circling True or False next to each sentence.

1. I often wish I were someone else . . . . True False (1)
2. I find it very hard to talk in front of a group . . . . True False
3. There are lots of things about myself I'd change if I could True False
4. I can make up my mind without too much trouble . . . True False
5. I'm a lot of fun to be with . . . . True False
6. I get upset easily at home . . . . True False
7. It takes me a long time to get used to anything new . . True False
8. I'm popular with people my own age . . . . True False
9. Too much is expected of me at home . . . . True False
10. My parents usually consider my feelings. . . . . . . True False
11. I give in very easily . . . . True False
12. It's pretty tough to be me . . . . True False
13. Things are all mixed up in my life. . . . . True False (13)

There are no right or wrong answers. Please tell us how you feel about each idea by circling True or False next to each sentence.

14. Other people usually follow my ideas . . . . True False (14)
15. I have a low opinion of myself . . . . True False
16. There are many times I'd like to leave home . . . . True False
17. I often feel upset about the work that I do . . . . . True False
18. I'm not as nice looking as most people . . . . . . True False
19. If I have something to say, I usually say it. . . . . True False
20. At home, my family understands me . . . . True False
21. Most people are better liked than I am . . . . . . True False
22. I usually felt as if my parents were pushing me . . . True False
23. I often get discouraged at what I am doing . . . . . True False
24. Things usually don't bother me . . . . True False
25. I can't be depended on . . . . True False
26. I always tell the truth . . . . True False
27. I like everyone I know . . . . True False (27)

1053

(50) ☐ ☐ ☐ ☐ ☐ ☐ ☐ S E ☐ ☐ ☐ ☐ ☐ (69)

330

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want adult education teachers to show each behavior in class.

How often do you want adult education teachers to be:	Never	Sometimes	Often	Almost Always	
1. Cautious and careful	1	2	3	4	(1)
2. Tidy and thorough	1	2	3	4	
3. More interested in feelings than scientific rules	1	2	3	4	
4. Hardworking and successful at getting things done.	1	2	3	4	
5. High-strung and restless	1	2	3	4	
6. Outspoken and interested in getting their own way.	1	2	3	4	
7. Close to other people and unsure of themselves.	1	2	3	4	
8. Entertaining and enthusiastic	1	2	3	4	
9. Old-fashioned and practical	1	2	3	4	
10. Unselfish and thoughtful of others	1	2	3	4	
11. Demanding and short-tempered.	1	2	3	4	(11)

331 1054

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want adult education teachers to show each behavior in class.

How often do you want adult education teachers to be:	Never	Sometimes	Often	Almost Always	
12. Patient and agreeable	1	2	3	4	(12)
13. Carefree and not involved in other people's lives	1	2	3	4	
14. Confident and stable	1	2	3	4	
15. Quiet and private about personal feelings	1	2	3	4	
16. Relaxed and calm	1	2	3	4	
17. Soft-spoken and gentle	1	2	3	4	
18. Curious and interested in solving problems	1	2	3	4	
19. Easygoing and not too busy	1	2	3	4	
20. Daring and bold	1	2	3	4	
21. Not concerned about small details and not into planning everything ahead	1	2	3	4	
22. Willing to try new ideas and ways of doing things	1	2	3	4	(22)

☐☐☐☐ ☐ ☐ ☐ P E ☐☐☐☐☐

(50) (69)

1. How did you learn about adult education classes?
   (circle ALL that apply)

   1. A relative (1)
   2. A friend or neighbor
   3. Someone from adult education calling you or coming to see you
   4. People who help (examples: social workers, priest/minister)
   5. My own idea
   6. Radio
   7. T.V.
   8. Newspapers
   9. Mailed notices
   10. Signs and billboards
   11. Michigan Employment Security Commission (MESC)
   12. Department of Social Services (DSS)
   13. Regular Day School
   14. Other, write in: ______________________________ (14)

2. Will you stop getting money if you stop coming to adult education classes?
   (circle ONLY one)

   1. Yes 2. No

3. In the past have you ever started an adult education class and then dropped out?
   (circle ONLY one)

   1. Yes 2. No (16)

4. As of today, what is your working status?
(circle ALL that apply)

1. Working for pay full-time (17)

2. Working for pay part-time

3. Not working for pay

    a. Retired

    b. Homemaker

    c. Laid off

    d. Disabled

    e. Haven't had a job in a long time

    f. Never had a job

    g. Other (write in) ______________________________ (26)

5. What is the source of your income?
(circle ALL that apply)

1. Your own work (27)

2. Your spouse's (husband/wife's) work

3. ADC (Aid to Dependent Children)

4. Welfare (including General Assistance)

5. Unemployment Compensation

6. Social Security Administration

7. Veteran's Administration

8. Other (write in) ____ (34)

1057

334

6. How many years have you lived in your neighborhood? (write in)

__ __ Years (35,36)

7. How many months have you been in this adult education program? (write in)

__ __ Months (37,38)

8. How old were you when you quit regular school? (write in)

__ __ Years Old (39,40)

9. What was the highest grade you finished in regular school? (write in)

__ __ Grade (41,42)

10. What language is most often spoken by your family at home? (circle ONLY one) (43)

1. English
2. Spanish
3. Arabic
4. Chaldean
5. Greek
6. Vietnamese
7. Italian
8. American Indian
9. Chinese
10. German
11. Polish
12. Other (write in) ________________

11. In what year were you born? (write in)

19__ __ (44,45)

12. What is your race? (circle ONLY one) (46)

1. Black
2. White
3. Latino, Hispanic
4. Asian, Pacific Islander
5. American Indian

13. What is your sex? (circle ONLY one) (47)

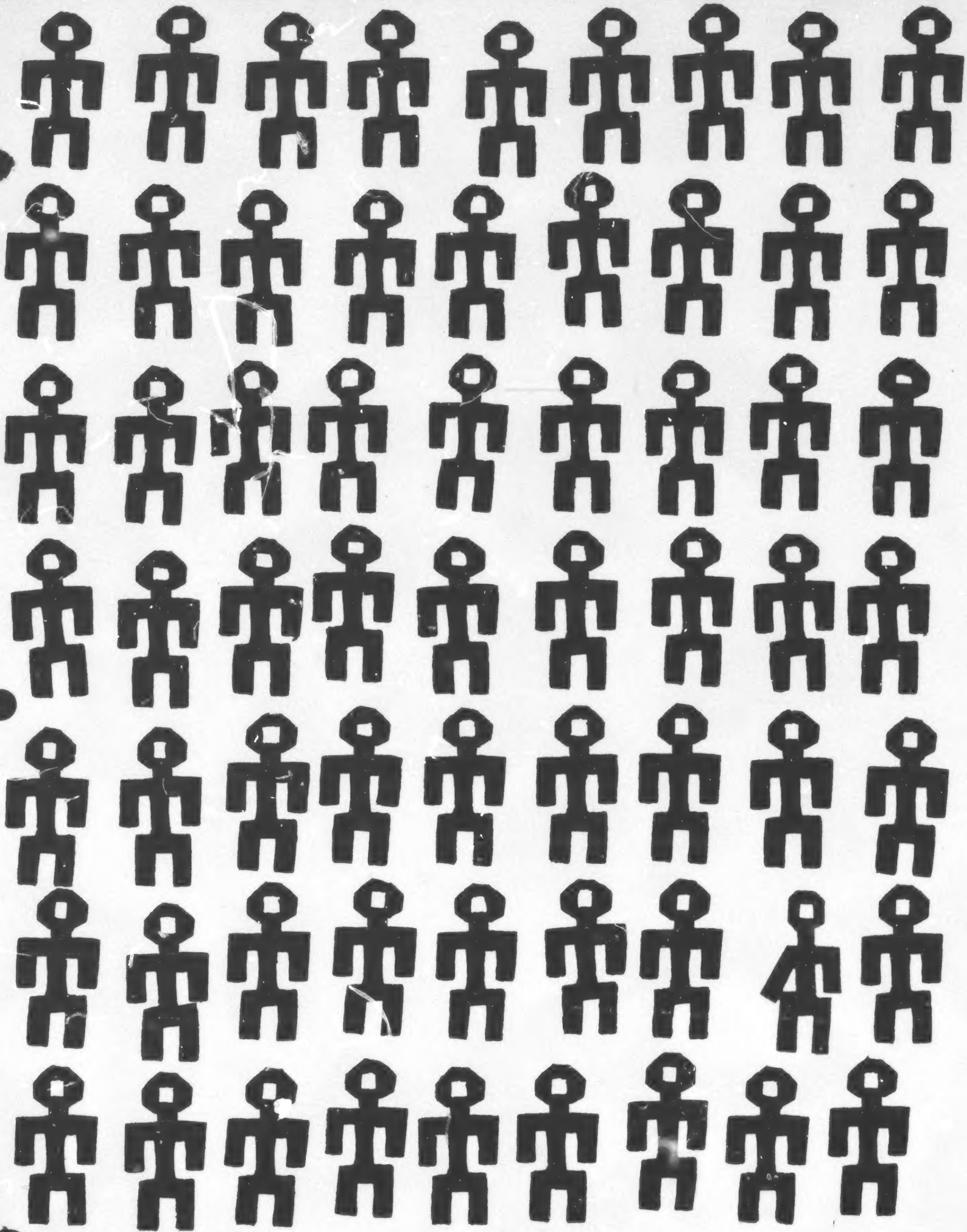
1. Female
2. Male

1	0	0	4	1	2	2	D	E		S			

(50) (69)

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?



WE CARE WHAT YOU THINK

S-4

1060 337

(17,18)

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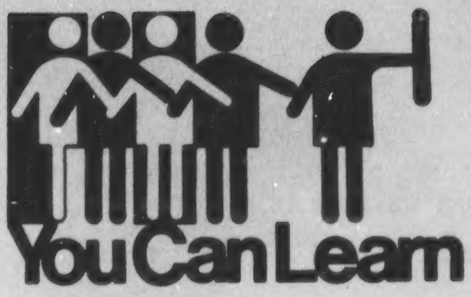
You Can Learn

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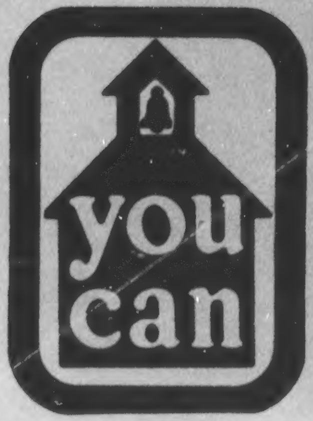

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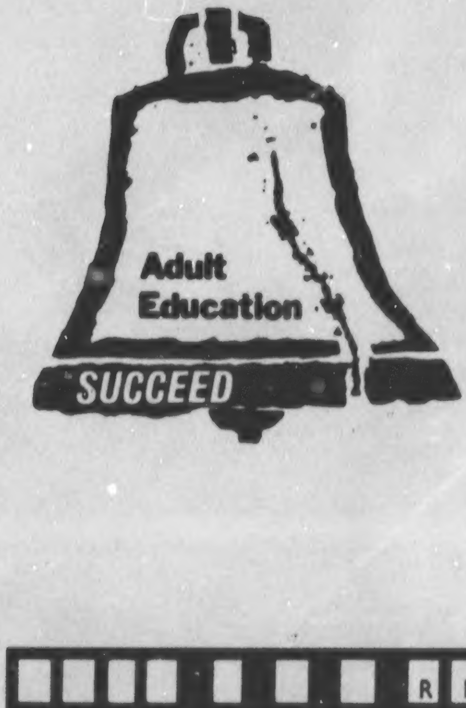
Adult
Education
SUCCEED

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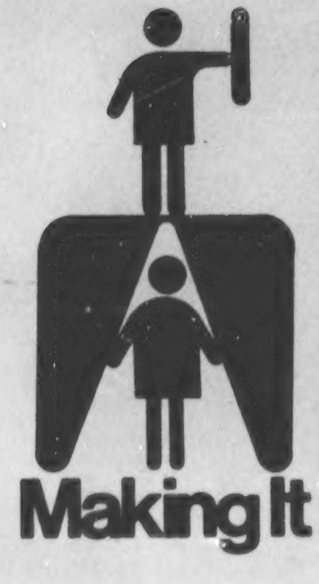

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(50) (69)

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IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOU TO LEARN CERTAIN TEACHING COMPETENCIES.

387

Listed below are some things that you may or may not be interested in learning as an ABE teacher. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard (even pay tuition if necessary) to learn how to:

		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
101.	Assess reasons for adult learners' enrollment in adult basic education programs	1	2	3	4 (1)
102.	Select a curriculum that will help the learner become a problem solver	1	2	3	4
103.	Reinforce positive attitudes toward learning	1	2	3	4
104.	Select a curriculum that will help adult learners develop employability and occupational skills	1	2	3	4
105.	State objectives in behavioral terms	1	2	3	4
106.	Assess new developments, recent recommendations and current issues in adult education	1	2	3	4
107.	Differentiate between teaching adults and teaching children	1	2	3	4
108.	Select a curriculum that offers opportunities for values clarification	1	2	3	4
109.	Use mass media for educational purposes	1	2	3	4
110.	Determine the ways in which individuals learn most effectively	1	2	3	4
111.	Evaluate my own teaching effectiveness	1	2	3	4
112.	Recognize the nature and intent of adult basic education legislation, including financing	1	2	3	4 (12)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOU CAN ALREADY DO CERTAIN TEACHING COMPETENCIES.

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I already know how to:

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
201. Interpret national, state and local objectives in adult basic education	1	2	3	4	(13)
202. Counsel students on personal matters	1	2	3	4	
203. Select a curriculum based on the interests and needs of the learner	1	2	3	4	
204. Devise teaching strategies that will help learners develop a sense of confidence	1	2	3	4	
205. Choose instructional materials that are consistent with curricular goals	1	2	3	4	
206. Give learners continuous feedback on their educational progress	1	2	3	4	
207. Recognize symptoms of physical defects, such as vision or hearing loss, that may account for learning problems	1	2	3	4	
208. Choose a curriculum that will help learners become aware of their own and others needs, opinions and feelings	1	2	3	4	
209. Construct teaching materials	1	2	3	4	
210. Communicate effectively with learners	1	2	3	4	
211. Contribute to the process of program evaluation	1	2	3	4	
212. Interpret the adult basic education program to other teachers and the community	1	2	3	4	(24)

C 1

1093 17tca

Listed below are some classroom activities that teachers could or could not include in adult education programs. Remembering that no one expects you to do everything during limited class time, circle the number that best shows how often you do each activity.

How often do you use ABE class time to:	Never	Sometimes	Often	Almost Always
1. Answer adult learners' questions	1	2	3	4 (1)
2. Ask adult learners questions	1	2	3	4
3. Correct adult learners' papers and keep the room neat .	1	2	3	4
4. Use radio, T.V. and movies in class	1	2	3	4
5. Use machines in teaching (examples: computers, video readers)	1	2	3	4
6. Work with small groups of adult learners	1	2	3	4
7. Help adult learners practice skills.	1	2	3	4
8. Praise adult learners for what they do in class. . . .	1	2	3	4
9. Let adult learners choose what they want to learn . . .	1	2	3	4
10. Learn how different adult learners are from younger learners and other adults	1	2	3	4
11. Help adult learners plan their education.	1	2	3	4
12. Tell adult learners about job training they can get. . .	1	2	3	4
13. Help adult learners with family problems.	1	2	3	4
14. Tell adult learners how to get help if they need money .	1	2	3	4 (14)

Listed below are some reasons that keep people from taking adult education classes. Please think of people you know who need more education and tell us why they don't come to classes. (Circle ONLY those that apply to people you know)

People I know don't come to adult education classes because they:

1. Don't know about adult education classes. (15)
2. Are afraid they can't do the class work.
3. Don't think it will do them any good.
4. Don't like where the classes are held.
5. Don't like when the classes are held.
6. Can't afford the costs (examples: books, transportation).
7. Don't have time.
8. Can't get a babysitter.
9. Are afraid of new experiences.
10. Dislike school.
11. Don't live in one place long enough.
12. Are afraid of being robbed or beaten up.
13. Are embarrassed to admit that they can't read or write.
14. Other, write in: ________________________________ (28)

____

Listed below are some reasons why adults start coming to adult education classes. Look over the list and tell us why you think ABE students started coming to adult education classes. (Circle ONLY the main reasons)

Students in this ABE program started coming to adult education classes to:

(29)

1. Improve their job situation.
2. Complete a high school diploma or pass the G.E.D. test.
3. Improve their basic skills (reading, writing, arithmetic).
4. Feel better about themselves.
5. Get ready to go to college, trade or vocational school.
6. Learn English.
7. Meet people.
8. Become better informed.
9. Be better able to take care of their family.
10. Other (write in) ______________________ (38)

Listed below are some reasons why adults keep coming to adult education classes. Look over the list and tell us why you think ABE students keep coming to adult education classes. (Circle ONLY the main reasons)

Students in this ABE program keep coming to adult education classes because they:

(69)

(39)

1. Like the school work.
2. Like the classrooms and learning materials.
3. Are learning something useful.
4. Think the teachers are good.
5. Get money for coming.
6. Like the way the school is run.
7. Like the other adult learners.
8. Don't have too many personal problems.
9. Think they are accomplishing something.
10. Get praise from their friends and family.
11. Other (write in) 1009 373 (49)

21xy

(50)

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you think you show each behavior in class.

How often are you:	Never	Sometimes	Often	Almost Always
1. Cautious and careful	1	2	3	4 (1)
2. Tidy and thorough	1	2	3	4
3. More interested in feelings than scientific rules . . .	1	2	3	4
4. Hardworking and successful at getting things done. . .	1	2	3	4
5. High-strung and restless	1	2	3	4
6. Outspoken and interested in getting your own way . . .	1	2	3	4
7. Close to other people and unsure of yourself	1	2	3	4
8. Entertaining and enthusiastic	1	2	3	4
9. Old-fashioned and practical	1	2	3	4
10. Unselfish and thoughtful of others	1	2	3	4
11. Demanding and short-tempered.	1	2	3	4 (11)

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you think you show each behavior in class.

How often are you:	Never	Sometimes	Often	Almost Always	
12. Patient and agreeable	1	2	3	4	(12)
13. Carefree and not involved in other people's lives	1	2	3	4	
14. Confident and stable	1	2	3	4	
15. Quiet and private about personal feelings	1	2	3	4	
16. Relaxed and calm	1	2	3	4	
17. Soft-spoken and gentle	1	2	3	4	
18. Curious and interested in solving problems	1	2	3	4	
19. Easygoing and not too busy	1	2	3	4	
20. Daring and bold	1	2	3	4	
21. Not concerned about small details and not into planning everything ahead	1	2	3	4	
22. Willing to try new ideas and ways of doing things	1	2	3	4	(22)

☐☐☐☐☐☐☐☐ P E ☐☐☐☐☐

(50) (69)

1098

1. What is your current position in ABE?
(circle ONLY one)

1. ABE teacher, full-time (more than 21 hrs. per week) (1)
2. ABE teacher, part-time (less than 20 hrs. per week)
3. ABE administrator, full-time (more than 21 hrs. per week)
4. ABE administrator, part-time (less than 20 hrs. per week)
5. Primarily ABE teacher, part-time ABE administrator
6. Primarily ABE administrator, part-time ABE teacher
7. Other (write in) ______________________________

2. What approximate percentage (%) of your employment time during the academic year 1977-78 (including summer) will be spent in ABE?
(write in)

(6X)

___ ___ ___% (8,

3. How many years of experience in any role, do you have in ABE?
(Round off to the nearest year.)
(write in)

___ ___ Years (11,1

4. What type of classes have you taught in the academic year 1977-78?
(circle ALL that apply)

1. Adult Basic Education (ABE) (13)
2. English as a Second Language (ESL)
3. Adult Secondary Education (ASE)
4. GED preparation
5. None
6. Other (write in) ______________________________ (18)

376
1099

5. If you are part-time in ABE, what is your other major employment commitment? (circle ONLY one)

1. I am not part-time in ABE
2. Teaching elementary, (K-6)
3. Teaching secondary, (7-12)
4. Teaching college or university (19)
5. Guidance, counseling
6. Elementary school administrator
7. Secondary school administrator
8. No other major employment commitment
9. Homemaker
10. Work outside education (business, industry, government)
11. Other (write in) ______________________________

6. What is the highest degree you finished in regular school or college? (circle ONLY one)

1. High school
2. Associate degree
3. Bachelors degree (20)
4. Masters (M.A., M.S., M. Ed.)
5. Doctorate (Ph.D., Ed. D.)
6. Other (write in) ______________________________

1100 377

7. In what year did you receive each of your certificates? (Fill in the year for ALL that apply) (21,22)

19 __ __ Elementary Provisional
19 __ __ Elementary Permanent
19 __ __ Secondary Provisional
19 __ __ Secondary Permanent
19 __ __ Elementary/Secondary Provisional
19 __ __ Elementary/Secondary Permanent
19 __ __ Elementary 30 Hour Continuing
19 __ __ Secondary 30 Hour Continuing
19 __ __ Elementary/Secondary 30 Hour Continuing
19 __ __ Elementary 18 Hour Continuing
19 __ __ Secondary 18 Hour Continuing
19 __ __ Elementary/Secondary 18 Hour Continuing (43,44)

8. List any endorsements you have on your certificate (examples: special education, 9-12 Social Studies, 7-9 English, etc.) (write in)

______________________ ______________________

______________________ ______________________

9. How many, if any, of each of the following ABE training functions have you attended during the last 3 years? (Write in the number of times you have attended each function within the last 3 years)

1. _ _ Lecture, conference (one day or less) (45,46)
2. _ _ Workshop (2-5 days)
3. _ _ Institute (6 days or more)
4. _ _ Undergraduate classes in adult education
5. _ _ Graduate classes in adult education
6. _ _ Other (write in) ______________________ (55,56)

378 1101

10. Your most recent attendance at an ABE training function was: (circle ONLY one)

1. During the past six months (57)
2. 6 months to 1 year ago
3. More than 1 year ago
4. Have never attended an ABE training function

11. How many years have you lived in your neighborhood? (write in)

__ __ Years (58,59)

12. What language is most often spoken by your family at home? (circle ONLY one)

1. English
2. Spanish
3. Arabic
4. Chaldean
5. Greek
6. Vietnamese
7. Italian
8. American Indian
9. Chinese
10. German (60)
11. Polish
12. Other (write in) ________________

13. In what year were you born? (write in)

19 __ __ (61,62)

14. What is your race? (circle ONLY one)

1. Black (63)
2. White
3. Latino, Hispanic
4. Asian, Pacific Islander
5. American Indian

15. What is your sex? (circle ONLY one) (64)

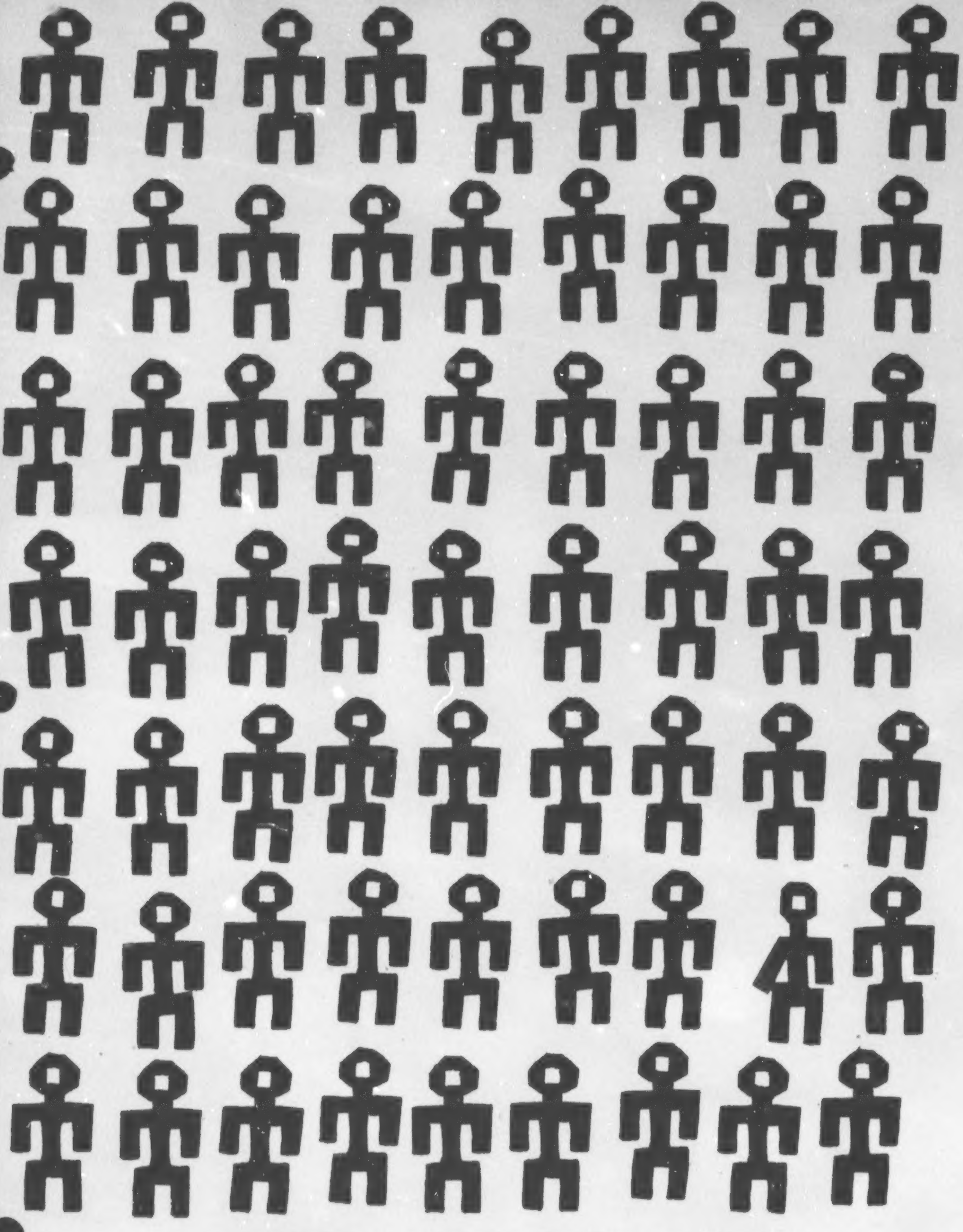
1. Female
2. Male

(65) ■■■■☐☐☐ D E ☐ T ☐☐☐ (84)

1102 379

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?



WE CARE WHAT YOU THINK

1104 381

T-l

DEAR ABE TEACHER:

WE NEED YOUR HELP IN GATHERING ACCURATE INFORMATION ABOUT THE WANTS AND NEEDS OF ADULT LEARNERS. WE HOPE YOU WILL BE WILLING TO READ THIS ENTIRE SURVEY OUT LOUD IN ENGLISH TO THE CLASS. PLEASE ADMINISTER THE SURVEY USING THE FOLLOWING STANDARDIZED DIRECTIONS.

1. Plan about one hour for the survey.
2. Don't start until the class is really settled in.
3. Close the door and put up a "Do Not Disturb" sign.
4. Separate adult learners as much as possible.
5. Help adult learners relax by assuring them that this survey is not a test and that you will be reading it out loud as they go through it.
6. If you are surveying ESL adult learners, refer to the translated version for occasional help with Spanish, Vietnamese, Arabic or Italian.
7. Minimize the disturbance of late coming adult learners by letting them miss the previous part and starting where the class is.
8. Have the students begin the survey together and stay together, line by line. Make it clear when you change pages.
9. Remind the adult learners that we really want to know their own individual opinions; not what they think others want to hear. In Part One, for instance, they may or may not be willing to work very hard and long to learn certain tasks.
10. Encourage adult learners to answer every question according to the directions on that particular page. Repeat instructions, lead-in sentences and response numbers often. Emphasize underlined words.
11. Circulate around the classroom to check that everyone is doing alright, especially when the response pattern changes.
12. Keep the oral reading pace steady by discouraging long questions and peer discussions.
13. Encourage adult learners to complete the demographic questions at the end of the survey. This information is critical in identifying significant findings among or between groups.
14. Have adult learners seal completed surveys, using seals provided.
15. Collect surveys and return to your ABE administrator.

THANK YOU FOR HELPING WITH, AND PARTICIPATING IN, A STUDY IMPORTANT TO ALL OF US WHO WANT TO SERVE AN EDUCATIONAL BENEFIT TO THE PUBLIC.

Adult Education Survey

Michigan Department of Education

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Bellen, Project Specialist
Margaret L. Dickinson, Project Specialist

Support for this project was provided by a grant of Federal funds under Section 309 of the Adult Education Act (P.L. 91-230 III), as amended, administered by the Michigan Department of Education. Points of view and opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Michigan Department of Education.

DEAR TEACHER:

WE NEED YOUR HELP!

YOU HAVE BEEN RANDOMLY SELECTED TO COMPLETE A SURVEY CONCERNING YOUR ADULT BASIC EDUCATION PROGRAM. YOUR ANSWERS WILL HELP US FIND OUT HOW YOUR JOB CAN BE MADE EASIER AND WHAT KINDS OF THINGS WILL HELP YOU TEACH MORE EFFECTIVELY. THIS IS YOUR CHANCE TO EXPRESS ALL OF YOUR OPINIONS.

THE RESULTS OF THIS SURVEY WILL AFFECT THE DECISIONS OF LOCAL AND STATE POLICY MAKERS ON ADULT BASIC EDUCATION PROGRAMS. SO YOU CAN SEE HOW IMPORTANT IT IS FOR YOU TO ANSWER IT HONESTLY AND COMPLETELY.

YOUR ANSWERS WILL REMAIN CONFIDENTIAL. WHEN YOU HAVE COMPLETED THE SURVEY, SEAL IT WITH THE ENCLOSED SEAL AND RETURN IT IN ITS ENVELOPE TO YOUR ABE ADMINISTRATOR.

PLEASE TAKE A FEW MINUTES TO DO IT NOW.

DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example: I like hot summer weather	[✓ 1]	2	3	4
Taxes are too high.	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

4 Cake
3 Coffee
1 Hamburger
2 Carrots

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T. V. ?

[✓ 1.] Nothing else to do
2. Everyone else does
[✓ 3.] It's free
4. Something special is on
5. It makes me feel good

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOUR ADULT LEARNERS TO LEARN CERTAIN TASKS.

1109

395

Listed below are some things that ABE students may or may not be interested in learning. Please look at the list and circle the number that best shows how you think they feel.

My ABE students are willing to work very long and hard to learn how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
301. Use a voting machine or a paper ballot	1	2	3	4	(1)
302. Do the paperwork for a job (examples: sales slips, work orders)	1	2	3	4	
303. Talk about feelings and ideas to friends.	1	2	3	4	
304. Use money wisely by figuring out a family budget . . .	1	2	3	4	
305. Protect their legal rights if arrested or sued	1	2	3	4	
306. Cooperate with others for success at work.	1	2	3	4	
307. Read books for fun	1	2	3	4	
308. Fill out forms at a health clinic or doctor's office . . .	1	2	3	4	
309. Give directions to someone using North, South, East, West	1	2	3	4	
310. Use measuring tools on the job, when employed. . . .	1	2	3	4	
311. Make decisions about using free time wisely	1	2	3	4	
312. Decide how they feel about birth control	1	2	3	4	(12)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOUR ADULT LEARNERS CAN ALREADY DO CERTAIN TASKS.

387 1111

Listed below are some skills that ABE students may or may not already have. Please look at the list and tell us if you think they already have these skills by circling the number that best shows how you feel.

	My ABE students already know how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
401.	Read a newspaper to learn about what is going on in the world	1	2	3	4	(13)
402.	Fill in the spaces on a job application	1	2	3	4	
403.	Understand the meaning of things they see and hear on radio and T.V.	1	2	3	4	
404.	Figure out the best buys when shopping	1	2	3	4	
405.	Decide who to vote for in an election	1	2	3	4	
406.	Enjoy their work, when employed	1	2	3	4	
407.	Read magazines for pleasure	1	2	3	4	
408.	Order goods through the mail (examples: T.V. record offers, catalog orders)	1	2	3	4	
409.	Listen to others talk about politics	1	2	3	4	
410.	Understand what their paycheck deductions mean . .	1	2	3	4	
411.	Deal with changes in the world around them	1	2	3	4	
412.	Choose a way to live their lives that will bring them happiness.	1	2	3	4	(24)

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(50) (69)

1112 388

1. Listed below are six skills adult learners could learn in ABE classes. Please tell us how important you think each skill is to them by marking a 1 next to the skill they want to learn first, a 2 next to the skill they want to learn second, a 3 next to the skill they want to learn third, and a 4 next to the skill they want to learn fourth.

_____ Writing _____ Decision Making _____ Speaking, Listening, Remembering (1,3)

_____ Forming Values and Setting Goals _____ Reading _____ Arithmetic (4,6)

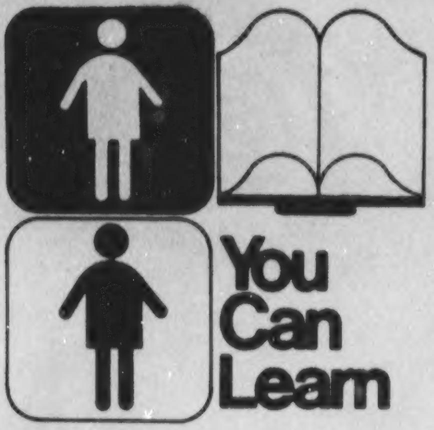
2. Listed below are six skills adult learners could use in everyday life. Please tell us how well you think your ABE students can already do each skill by marking a 1 next to the skill they can do best, a 2 next to the skill they can do second best, a 3 next to the skill they can do third best, and a 4 next to the skill they can do fourth best.

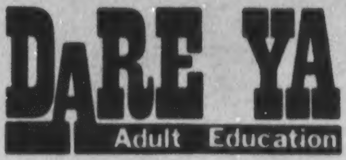
_____ Writing _____ Decision Making _____ Speaking, Listening, Remembering (7,9)

_____ Forming Values and Setting Goals _____ Reading _____ Arithmetic (10,12)

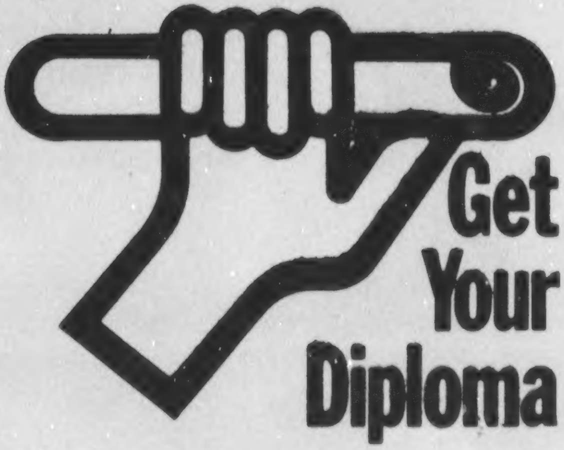
Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture and tell us which two you think adult learners would like best.

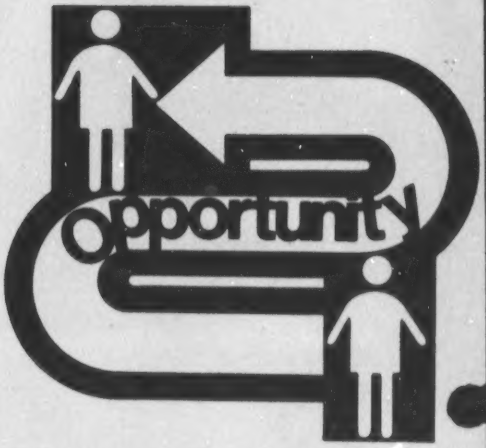
Mark an "X" in the box next to the two pictures they would like best:

☐ 
You
Can
Learn

☐ 
DARE YA
Adult Education

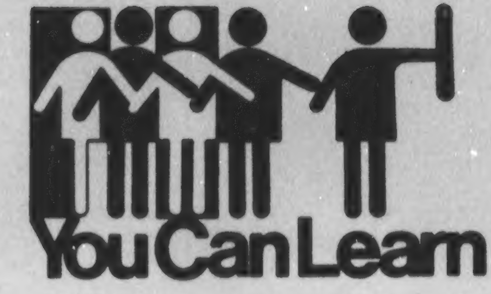
(13,14)

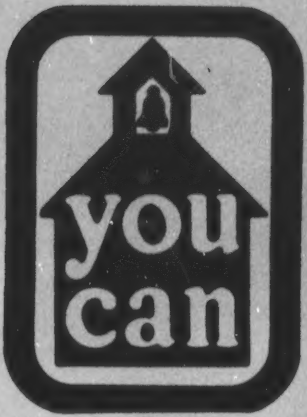
☐ 
Get
Your
Diploma

☐ 
opportunity

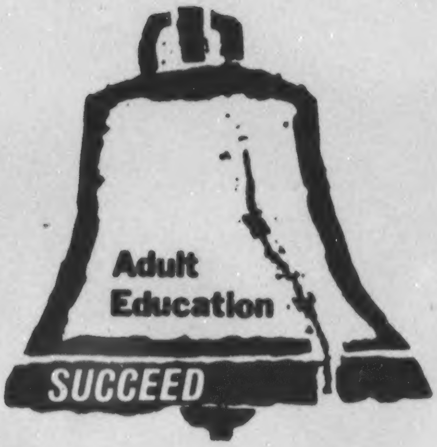
(15,16)

(17,18)

☐ 
YouCanLearn

☐ 

(19,20)

☐ 
Adult
Education
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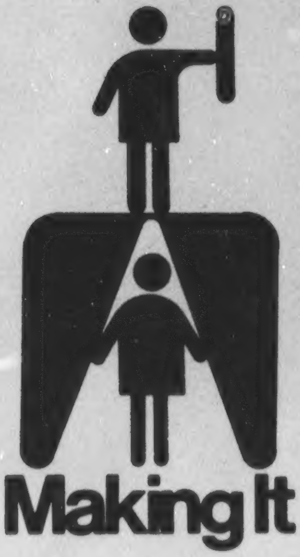
☐ 

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(50) (69)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOU TO LEARN CERTAIN TEACHING COMPETENCIES.

Listed below are some things that you may or may not be interested in learning as an ABE teacher. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard (even pay tuition if necessary) to learn how to:

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
301. Plan classroom strategies based on the special needs of economically disadvantaged people in various ethnic groups	1	2	3	4	(1)
302. Differentiate between goals and objectives	1	2	3	4	
303. Devise practical activities for learners to reinforce classroom instruction	1	2	3	4	
304. Modify instruction to account for the social and psychological effects of aging	1	2	3	4	
305. Choose tests that yield necessary data on learners . . .	1	2	3	4	
306. Assess learning anxieties specific to certain groups of learners	1	2	3	4	
307. Select a curriculum that will help adult learners in personal and family management	1	2	3	4	
308. Work in a team teaching situation	1	2	3	4	
309. Encourage learner participation in the classroom . . .	1	2	3	4	
310. Adjust the administration and interpretation of tests according to the behavioral characteristics of adults . .	1	2	3	4	
311. Select a curriculum that will help adult learners become aware of their civic and social responsibilities	1	2	3	4	
312. Design an individual instructional plan for each student based on the findings of diagnostic tests	1	2	3	4	(12)

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15tcb

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOU CAN ALREADY DO CERTAIN TEACHING COMPETENCIES.

394 1118

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I already know how to:

		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
401.	Refer learners to appropriate agencies that service social, educational and training needs	1	2	3	4	(13)
402.	Try new approaches in the classroom	1	2	3	4	
403.	Relate information about the job market to the vocational interests of the learners	1	2	3	4	
404.	Plan instructional activities that relate community resources to the needs of learners	1	2	3	4	
405.	Select a curriculum to help adult learners develop aesthetic and humanistic appreciations.	1	2	3	4	
406.	Plan independent study with learners	1	2	3	4	
407.	Relate instructional content to the life of learners . . .	1	2	3	4	
408.	Select a curriculum that includes the essential elements of the communication process (speaking, listening, remembering, reading and writing)	1	2	3	4	
409.	Operate a learning laboratory	1	2	3	4	
410.	Design instructional strategies with each of the domains (cognitive, psychomotor, affective)	1	2	3	4	
411.	Apply principles of attitude and behavior change in the instructional process	1	2	3	4	
412.	Adapt instructional activities for the physically handicapped	1	2	3	4	(24)

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(50) 395119 (69)

17tcb

Listed below are some opportunities teachers could have through their work. Tell us how important each opportunity is to you. Then tell us how often you get each opportunity in your work in this ABE program by circling the number in each column that applies.

	How important is it to:				How often can you:			
	Very Unimportant	Sort of Unimportant	Sort of Important	Very Important	Never	Sometimes	Often	Almost Always
1. Learn about people's behavior	1	2	3	4	1	2	3	4(1,2)
2. Enlarge your knowledge.	1	2	3	4	1	2	3	4(3,4)
3. Identify your attitudes	1	2	3	4	1	2	3	4
4. Get a feeling of accomplishment . . .	1	2	3	4	1	2	3	4
5. Use your professional skills	1	2	3	4	1	2	3	4
6. Do interesting tasks	1	2	3	4	1	2	3	4
7. Assume important responsibilities . .	1	2	3	4	1	2	3	4
8. Make friends with co-workers	1	2	3	4	1	2	3	4
9. Improve your physical well being. . .	1	2	3	4	1	2	3	4
10. Improve your emotional health . . .	1	2	3	4	1	2	3	4(19, 20)

Listed below are some possible beliefs that students might hold in relation to this ABE program. Tell us how important it is to their success in ABE that they hold these beliefs. Then tell us how often your students show these beliefs by circling the number in each column that applies.

	How important is it for students to:				How often do your students:				
	Very Unimportant	Sort of Unimportant	Sort of Important	Very Important	Never	Sometimes	Often	Almost Always	
1. Know what they want out of this adult education program	1	2	3	4	1	2	3	4	(21,22)
2. Believe ABE will help them "make it in life"	1	2	3	4	1	2	3	4	
3. Use what they learn in adult education in their everyday life	1	2	3	4	1	2	3	4	
4. Think the work in this adult education program requires effort	1	2	3	4	1	2	3	4	
5. Get what they want out of this adult education program	1	2	3	4	1	2	3	4	
6. Believe it is important that they keep learning all of their lives	1	2	3	4	1	2	3	4	
7. Expect to do well in this adult education program	1	2	3	4	1	2	3	4	
8. Think adult education teachers are happy in their work	1	2	3	4	1	2	3	4	
9. Believe adult education teachers like them	1	2	3	4	1	2	3	4	
10. Think adult education teachers expect them to do well in class	1	2	3	4	1	2	3	4	(39,40)

1121 397

Listed below are some behaviors that could be associated with people in administrative positions. Tell us how important each behavior is to the success of ABE programs. Then tell us how often your ABE administrators show these behaviors by circling the number in each column that applies.

	How important is it that your administrators:				How often do your administrators:				
	Very Unimportant	Sort of Unimportant	Sort of Important	Very Important	Never	Sometimes	Often	Almost Always	
1. Seek out personal concerns and needs of staff	1	2	3	4	1	2	3	4	(41,42
2. Contribute to the professional development of staff members	1	2	3	4	1	2	3	4	
3. Support your professional decisions	1	2	3	4	1	2	3	4	
4. Work with others to set realistic goals for our program	1	2	3	4	1	2	3	4	
5. Work with others to implement needed changes	1	2	3	4	1	2	3	4	
6. Evaluate teaching performance fairly	1	2	3	4	1	2	3	4	
7. Take a problem solving approach to conflict	1	2	3	4	1	2	3	4	
8. Use appropriate decision making skills	1	2	3	4	1	2	3	4	
9. Seem happy in their work	1	2	3	4	1	2	3	4	
10. Motivate staff through praise and recognition	1	2	3	4	1	2	3	4	(59,6

Listed below are some possible ways your school district could support this ABE program. Tell us how important each support is to the success of ABE programs. Then tell us how often the school district provides these supports by circling the number in each column that applies.

	How important is it that your school district provide:				How often does your school district provide:			
	Very Unimportant	Sort of Unimportant	Sort of Important	Very Important	Never	Sometimes	Often	Almost Always
1. ABE support equal to its support of other educational programs	1	2	3	4	1	2	3	4(61,6
2. Teachers with an adequate wage for the work they do.	1	2	3	4	1	2	3	4
3. Teachers with job security	1	2	3	4	1	2	3	4
4. Teachers with adequate fringe benefits. .	1	2	3	4	1	2	3	4
5. Opportunities for promotion in ABE that make it an attractive career	1	2	3	4	1	2	3	4
6. A comfortable teaching environment and adequate instructional materials . . .	1	2	3	4	1	2	3	4
7. Teachers with inservice education that is relevant to their needs	1	2	3	4	1	2	3	4
8. Appropriate incentives for teachers to attend inservice education	1	2	3	4	1	2	3	4
9. Full utilization of the services of aides and paraprofessionals	1	2	3	4	1	2	3	4
10. Full utilization of the services of guidance and counseling personnel	1	2	3	4	1	2	3	4(79,8

1133 399

(81) ☐☐☐☐ ☐ ☐ ☐ S T ☐☐ ☐☐☐ (100) 21s

Listed below are some reasons that keep people from taking adult education classes. Please think of people you know who need more education and tell us why they don't come to classes. (Circle ONLY those that apply to people you know)

People I know don't come to adult education classes because they:

1. Don't know about adult education classes. (1)
2. Are afraid they can't do the class work.
3. Don't think it will do them any good.
4. Don't like where the classes are held.
5. Don't like when the classes are held.
6. Can't afford the costs (examples: books, transportation).
7. Don't have time.
8. Can't get a babysitter.
9. Are afraid of new experiences.
10. Dislike school.
11. Don't live in one place long enough.
12. Are afraid of being robbed or beaten up.
13. Are embarrassed to admit that they can't read or write.
14. Other, write in: ______________________________ (14)

____

400

1124

Listed below are some reasons why adults start coming to adult education classes. Look over the list and tell us why you think ABE students started coming to adult education classes. (Circle ONLY the main reasons)

Students in this ABE program started coming to adult education classes to:

1. Improve their job situation. (15)
2. Complete a high school diploma or pass the G. E. D. test.
3. Improve their basic skills (reading, writing, arithmetic).
4. Feel better about themselves.
5. Get ready to go to college, trade or vocational school.
6. Learn English.
7. Meet people.
8. Become better informed.
9. Be better able to take care of their family.
10. Other (write in) ______________________________ (24)

Listed below are some reasons why adults keep coming to adult education classes. Look over the list and tell us why you think ABE students keep coming to adult education classes. (Circle ONLY the main reasons)

Students in this ABE program keep coming to adult education classes because they:

1. Like the school work. (25)
2. Like the classrooms and learning materials.
3. Are learning something useful.
4. Think the teachers are good.
5. Get money for coming.
6. Like the way the school is run.
7. Like the other adult learners.
8. Don't have too many personal problems.
9. Think they are accomplishing something.
10. Get praise from their friends and family.
11. Other (write in) ______________________________ (35)

(69)
☐ ☐ ☐ ☐ ☐ X 3 ☐ ☐ ☐ ☐ ☐ ☐ ☐
(50)

401 1125

23x

1. What is your current position in ABE?
(circle ONLY one)

1. ABE teacher, full-time (more than 21 hrs. per week) (1)
2. ABE teacher, part-time (less than 20 hrs. per week)
3. ABE administrator, full-time (more than 21 hrs. per week)
4. ABE administrator, part-time (less than 20 hrs. per week)
5. Primarily ABE teacher, part-time ABE administrator
6. Primarily ABE administrator, part-time ABE teacher
7. Other (write in) ________________________________

2. What approximate percentage (%) of your employment time during the academic year 1977-78 (including summer) will be spent in ABE?
(write in)

(6x)

___ ___ ___% (8,

3. How many years of experience in any role, do you have in ABE?
(Round off to the nearest year.)
(write in)

___ ___ Years (11,1

4. What type of classes have you taught in the academic year 1977-78?
(circle ALL that apply)

1. Adult Basic Education (ABE) (13)
2. English as a Second Language (ESL)
3. Adult Secondary Education (ASE)
4. GED preparation
5. None
6. Other (write in) ________________________________ (18)

402 1126

5. If you are part-time in ABE, what is your other major employment commitment? (circle ONLY one)

1. I am not part-time in ABE
2. Teaching elementary, (K-6)
3. Teaching secondary, (7-12)
4. Teaching college or university (19)
5. Guidance, counseling
6. Elementary school administrator
7. Secondary school administrator
8. No other major employment commitment
9. Homemaker
10. Work outside education (business, industry, government)
11. Other (write in) ____________________

6. What is the highest degree you finished in regular school or college? (circle ONLY one)

1. High school
2. Associate degree
3. Bachelors degree (20)
4. Masters (M. A., M. S., M. Ed.)
5. Doctorate (Ph. D., Ed. D.)
6. Other (write in) ____________________

7. In what year did you receive each of your certificates? (Fill in the year for ALL that apply) (21,22)

19 __ __ Elementary Provisional
19 __ __ Elementary Permanent
19 __ __ Secondary Provisional
19 __ __ Secondary Permanent
19 __ __ Elementary/Secondary Provisional
19 __ __ Elementary/Secondary Permanent
19 __ __ Elementary 30 Hour Continuing
19 __ __ Secondary 30 Hour Continuing
19 __ __ Elementary/Secondary 30 Hour Continuing
19 __ __ Elementary 18 Hour Continuing
19 __ __ Secondary 18 Hour Continuing
19 __ __ Elementary/Secondary 18 Hour Continuing (43,44)

8. List any endorsements you have on your certificate (examples: special education, 9-12 Social Studies, 7-9 English, etc.) (write in)

______________________ ______________________

______________________ ______________________

9. How many, if any, of each of the following ABE training functions have you attended during the last 3 years? (Write in the number of times you have attended each function within the last 3 years)

1. __ __ Lecture, conference (one day or less) (45,46)
2. __ __ Workshop (2-5 days)
3. __ __ Institute (6 days or more)
4. __ __ Undergraduate classes in adult education
5. __ __ Graduate classes in adult education
6. __ __ Other (write in) ______________________ (55,56)

1128

404

10. Your most recent attendance at an ABE training function was: (circle ONLY one)

1. During the past six months
2. 6 months to 1 year ago (57)
3. More than 1 year ago
4. Have never attended an ABE training function

11. How many years have you lived in your neighborhood? (write in)

___ ___Years (58,59)

12. What language is most often spoken by your family at home? (circle ONLY one)

1. English
2. Spanish
3. Arabic
4. Chaldean
5. Greek
6. Vietnamese
7. Italian
8. American Indian
9. Chinese
10. German (60)
11. Polish
12. Other (write in) ________________

13. In what year were you born? (write in)

19___ ___ (61,62)

14. What is your race? (circle ONLY one)

1. Black
2. White (63)
3. Latino, Hispanic
4. Asian, Pacific Islander
5. American Indian

15. What is your sex? (circle ONLY one) (64)

1. Female
2. Male

(65) ☐☐☐☐ ☐ ☐ ☐ D E ☐ T ☐☐☐ (84)

1129 405

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?

Adult Education Survey

Michigan Department of Education

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Bellan, Project Specialist
Margaret L. Dickinson, Project Specialist

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407 1131

DEAR TEACHER:

WE NEED YOUR HELP!

YOU HAVE BEEN RANDOMLY SELECTED TO COMPLETE A SURVEY CONCERNING YOUR ADULT BASIC EDUCATION PROGRAM. YOUR ANSWERS WILL HELP US FIND OUT HOW YOUR JOB CAN BE MADE EASIER AND WHAT KINDS OF THINGS WILL HELP YOU TEACH MORE EFFECTIVELY. THIS IS YOUR CHANCE TO EXPRESS ALL OF YOUR OPINIONS.

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YOUR ANSWERS WILL REMAIN CONFIDENTIAL. WHEN YOU HAVE COMPLETED THE SURVEY, SEAL IT WITH THE ENCLOSED SEAL AND RETURN IT IN ITS ENVELOPE TO YOUR ABE ADMINISTRATOR.

PLEASE TAKE A FEW MINUTES TO DO IT NOW.

DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example: I like hot summer weather	[✓ 1]	2	3	4
Taxes are too high.	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

__4__ Cake

__1__ Hamburger

__3__ Coffee

__2__ Carrots

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T. V. ?

[✓ 1.] Nothing else to do

2. Everyone else does

[✓ 3.] It's free

4. Something special is on

5. It makes me feel good

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOUR ADULT LEARNERS TO LEARN CERTAIN TASKS.

Listed below are some things that ABE students may or may not be interested in learning. Please look at the list and circle the number that best shows how you think they feel.

My ABE students are willing to work very long and hard to learn how to:

		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
201.	Read newspapers and magazine advertisements carefully enough to spot lies	1	2	3	4	(1)
202.	Fill out voter registration forms	1	2	3	4	
203.	Say the right thing at a job interview	1	2	3	4	
204.	Keep score in games (examples: bowling, cards).	1	2	3	4	
205.	Avoid liquor and drug problems	1	2	3	4	
206.	Participate in our system of government	1	2	3	4	
207.	Read help wanted ads	1	2	3	4	
208.	Write a letter to a friend	1	2	3	4	
209.	Tell repairmen what to do (examples: plumbers, car mechanics)	1	2	3	4	
210.	Figure out sales taxes	1	2	3	4	
211.	Decide what job training they need	1	2	3	4	
212.	Choose what sexual behavior is right for them	1	2	3	4	(12)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOUR ADULT LEARNERS CAN ALREADY DO CERTAIN TASKS.

1136

412

Listed below are some skills that ABE students may or may not already have. Please look at the list and tell us if you think they already have these skills by circling the number that best shows how you feel.

My ABE students already know how to:		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
101.	Find out what is in food they eat by reading food packages	1	2	3	4	(13)
102.	Fill out forms for financial assistance (examples: unemployment benefits, ADC)	1	2	3	4	
103.	Explain a job to a new worker, when employed	1	2	3	4	
104.	Figure out the cost of a hobby or vacation	1	2	3	4	
105.	Help the family through hard times (examples: serious illness, death of a loved one)	1	2	3	4	
106.	Get along with people different from them	1	2	3	4	
107.	Read books that teach new work skills (example: books from a job training class)	1	2	3	4	
108.	Put their thoughts in writing	1	2	3	4	
109.	Talk to family members without arguing	1	2	3	4	
110.	Use metric measurements like: meters, liters and kilometers	1	2	3	4	
111.	Protect themselves against unfairness at work	1	2	3	4	
112.	Decide what to believe in (examples: religions, superstitions)	1	2	3	4	(24)

☐☐☐☐ ☐ ☐ ☐ B 1 ☐☐ ☐☐☐

(50) (69)

1137

1. Listed below are six skills adult learners could learn in ABE classes. Please tell us how important you think each skill is to them by marking a 1 next to the skill they want to learn first, a 2 next to the skill they want to learn second, a 3 next to the skill they want to learn third, and a 4 next to the skill they want to learn fourth.

_____ Writing
_____ Decision Making
_____ Speaking, Listening, Remembering (1,3)

_____ Forming Values and Setting Goals
_____ Reading
_____ Arithmetic (4,6)

2. Listed below are six skills adult learners could use in everyday life. Please tell us how well you think your ABE students can already do each skill by marking a 1 next to the skill they can do best, a 2 next to the skill they can do second best, a 3 next to the skill they can do third best, and a 4 next to the skill they can do fourth best.

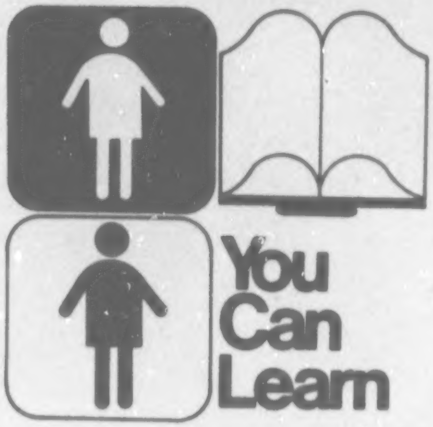
_____ Writing
_____ Decision Making
_____ Speaking, Listening, Remembering (7,9)

_____ Forming Values and Setting Goals
_____ Reading
_____ Arithmetic (10,12)

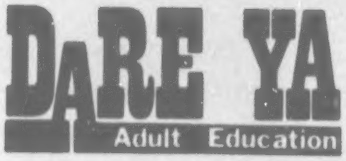
Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture and tell us which two you think adult learners would like best.

Mark an "X" in the box next to the two pictures they would like best:

☐


You
Can
Learn

☐ (13,14)


DARE YA
Adult Education

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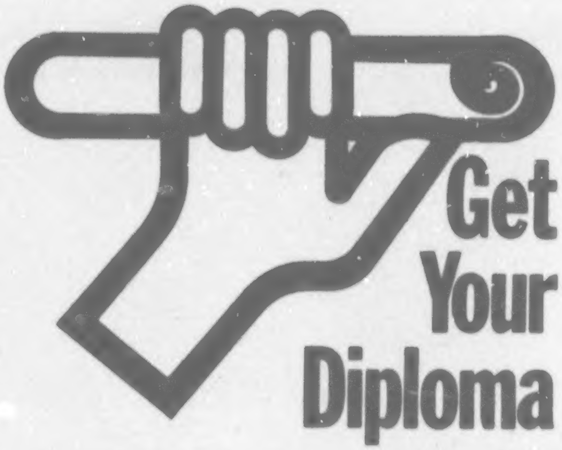
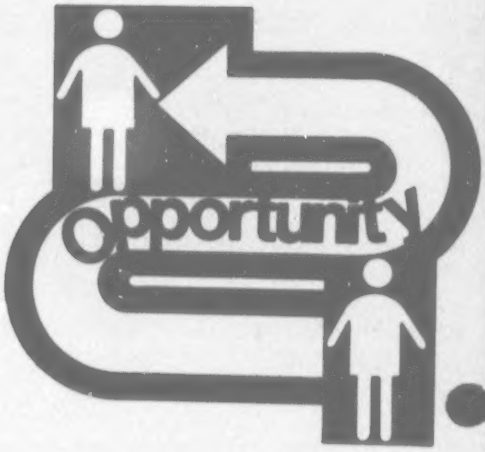

Get
Your
Diploma

☐ (15,16)


opportunity

(17,18)

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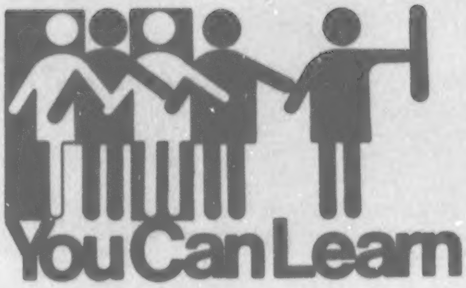
YouCanLearn

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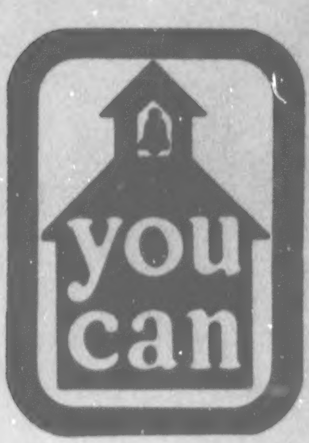

(19,20)

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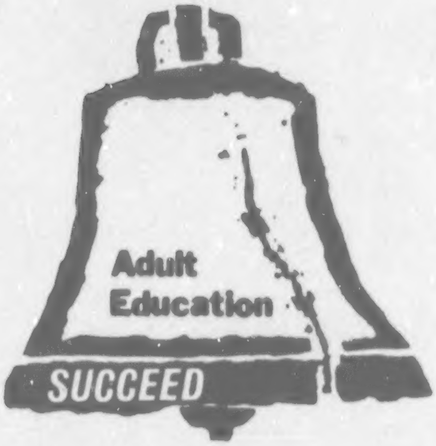
Adult
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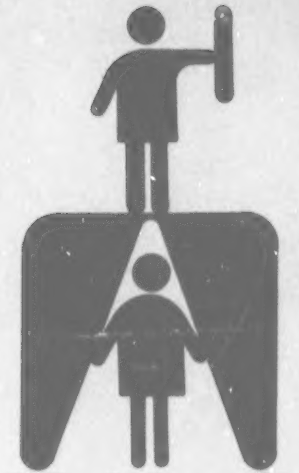

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(50) (69)

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IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOU TO LEARN CERTAIN TEACHING COMPETENCIES.

Listed below are some things that you may or may not be interested in learning as an ABE teacher. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard (even pay tuition if necessary) to learn how to:

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
201. Interpret national, state and local objectives in adult basic education	1	2	3	4	(1)
202. Counsel students on personal matters	1	2	3	4	
203. Select a curriculum based on the interests and needs of the learner	1	2	3	4	
204. Devise teaching strategies that will help learners develop a sense of confidence	1	2	3	4	
205. Choose instructional materials that are consistent with curricular goals.	1	2	3	4	
206. Give learners continuous feedback on their educational progress	1	2	3	4	
207. Recognize symptoms of physical defects, such as vision or hearing loss, that may account for learning problems	1	2	3	4	
208. Choose a curriculum that will help learners become aware of their own and others needs, opinions and feelings	1	2	3	4	
209. Construct teaching materials.	1	2	3	4	
210. Communicate effectively with learners.	1	2	3	4	
211. Contribute to the process of program evaluation	1	2	3	4	
212. Interpret the adult basic education program to other teachers and the community	1	2	3	4	(12)

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IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOU CAN ALREADY DO CERTAIN TEACHING COMPETENCIES.

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I already know how to:

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
101. Assess reasons for adult learners' enrollment in adult basic education programs	1	2	3	4	(13)
102. Select a curriculum that will help the learner become a problem solver	1	2	3	4	
103. Reinforce positive attitudes toward learning	1	2	3	4	
104. Select a curriculum that will help adult learners develop employability and occupational skills	1	2	3	4	
105. State objectives in behavioral terms	1	2	3	4	
106. Assess new developments, recent recommendations and current issues in adult education	1	2	3	4	
107. Differentiate between teaching adults and teaching children	1	2	3	4	
108. Select a curriculum that offers opportunities for values clarification.	1	2	3	4	
109. Use mass media for educational purposes.	1	2	3	4	
110. Determine the ways in which individuals learn most effectively	1	2	3	4	
111. Evaluate my own teaching effectiveness	1	2	3	4	
112. Recognize the nature and intent of adult basic education legislation, including financing	1	2	3	4	(24)

☐☐☐☐☐☐☐ C 3 ☐☐☐☐☐

(50) (69)

Listed below are some classroom activities that teachers could or could not include in adult education programs. Remembering that no one expects you to do everything during limited class time, circle the number that best shows how often you do each activity.

How often do you use ABE class time to:	Never	Sometimes	Often	Almost Always
1. Answer adult learners' questions	1	2	3	4 (1)
2. Ask adult learners questions	1	2	3	4
3. Correct adult learners' papers and keep the room neat	1	2	3	4
4. Use radio, T.V. and movies in class	1	2	3	4
5. Use machines in teaching (examples: computers, video readers)	1	2	3	4
6. Work with small groups of adult learners	1	2	3	4
7. Help adult learners practice skills	1	2	3	4
8. Praise adult learners for what they do in class	1	2	3	4
9. Let adult learners choose what they want to learn	1	2	3	4
10. Learn how different adult learners are from younger learners and other adults	1	2	3	4
11. Help adult learners plan their education	1	2	3	4
12. Tell adult learners about job training they can get	1	2	3	4
13. Help adult learners with family problems	1	2	3	4
14. Tell adult learners how to get help if they need money	1	2	3	4 (14)

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19xy

Listed below are some reasons that keep people from taking adult education classes. Please think of people you know who need more education and tell us why they don't come to classes. (Circle ONLY those that apply to people you know)

People I know don't come to adult education classes because they:

1. Don't know about adult education classes. (15)
2. Are afraid they can't do the class work.
3. Don't think it will do them any good.
4. Don't like where the classes are held.
5. Don't like when the classes are held.
6. Can't afford the costs (examples: books, transportation).
7. Don't have time.
8. Can't get a babysitter.
9. Are afraid of new experiences.
10. Dislike school.
11. Don't live in one place long enough.
12. Are afraid of being robbed or beaten up.
13. Are embarrassed to admit that they can't read or write.
14. Other, write in:______________________________ (28)

____

Listed below are some reasons why adults start coming to adult education classes. Look over the list and tell us why you think ABE students started coming to adult education classes. (Circle ONLY the main reasons)

Students in this ABE program started coming to adult education classes to:

1. Improve their job situation. (29)
2. Complete a high school diploma or pass the G. E. D. test.
3. Improve their basic skills (reading, writing, arithmetic).
4. Feel better about themselves.
5. Get ready to go to college, trade or vocational school.
6. Learn English.
7. Meet people.
8. Become better informed.
9. Be better able to take care of their family.
10. Other (write in) ______________________________ (38)

Listed below are some reasons why adults keep coming toadult education classes. Look over the list and tell us why you think ABE students keep coming to adult education classes. (Circle ONLY the main reasons)

Students in this ABE program keep coming to adult education classes because they: (69)

1. Like the school work. (39)
2. Like the classrooms and learning materials.
3. Are learning something useful.
4. Think the teachers are good.
5. Get money for coming.
6. Like the way the school is run.
7. Like the other adult learners.
8. Don't have too many personal problems.
9. Think they are accomplishing something.
10. Get praise from their friends and family.
11. Other (write in) 1117 423 (49) 21xy (50)

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you think you show each behavior in class.

How often are you:	Never	Sometimes	Often	Almost Always
1. Cautious and careful	1	2	3	4 (1)
2. Tidy and thorough	1	2	3	4
3. More interested in feelings than scientific rules	1	2	3	4
4. Hardworking and successful at getting things done.	1	2	3	4
5. High-strung and restless	1	2	3	4
6. Outspoken and interested in getting your own way	1	2	3	4
7. Close to other people and unsure of yourself	1	2	3	4
8. Entertaining and enthusiastic	1	2	3	4
9. Old-fashioned and practical	1	2	3	4
10. Unselfish and thoughtful of others	1	2	3	4
11. Demanding and short-tempered.	1	2	3	4 (11)

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you think you show each behavior in class.

How often are you:	Never	Sometimes	Often	Almost Always
12. Patient and agreeable	1	2	3	4 (12)
13. Carefree and not involved in other people's lives . .	1	2	3	4
14. Confident and stable	1	2	3	4
15. Quiet and private about personal feelings.	1	2	3	4
16. Relaxed and calm	1	2	3	4
17. Soft-spoken and gentle	1	2	3	4
18. Curious and interested in solving problems	1	2	3	4
19. Easygoing and not too busy	1	2	3	4
20. Daring and bold	1	2	3	4
21. Not concerned about small details and not into planning everything ahead.	1	2	3	4
22. Willing to try new ideas and ways of doing things . .	1	2	3	4 (22)

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(50) (69)

1. What is your current position in ABE?
(circle ONLY one)

1. ABE teacher, full-time (more than 21 hrs. per week) (1)
2. ABE teacher, part-time (less than 20 hrs. per week)
3. ABE administrator, full-time (more than 21 hrs. per week)
4. ABE administrator, part-time (less than 20 hrs. per week)
5. Primarily ABE teacher, part-time ABE administrator
6. Primarily ABE administrator, part-time ABE teacher
7. Other (write in) ________________________________

2. What approximate percentage (%) of your employment time during the academic year 1977-78 (including summer) will be spent in ABE?
(write in)

(6x)

___ ___ ___% (8,

3. How many years of experience in any role, do you have in ABE?
(Round off to the nearest year.)
(write in)

___ ___ Years (11,1

4. What type of classes have you taught in the academic year 1977-78?
(circle ALL that apply)

1. Adult Basic Education (ABE) (13)
2. English as a Second Language (ESL)
3. Adult Secondary Education (ASE)
4. GED preparation
5. None
6. Other (write in) ________________________________ (18)

5. If you are part-time in ABE, what is your other major employment commitment? (circle ONLY one)

   1. I am not part-time in ABE
   2. Teaching elementary, (K-6)
   3. Teaching secondary, (7-12)
   4. Teaching college or university (19)
   5. Guidance, counseling
   6. Elementary school administrator
   7. Secondary school administrator
   8. No other major employment commitment
   9. Homemaker
   10. Work outside education (business, industry, government)
   11. Other (write in) ______________________________

6. What is the highest degree you finished in regular school or college? (circle ONLY one)

   1. High school
   2. Associate degree
   3. Bachelors degree (20)
   4. Masters (M. A., M. S., M. Ed.)
   5. Doctorate (Ph. D., Ed. D.)
   6. Other (write in) ______________________________

1151

427

7. In what year did you receive each of your certificates?
(Fill in the year for ALL that apply)

(21,22)

19 ___ ___ Elementary Provisional

19 ___ ___ Elementary Permanent

19 ___ ___ Secondary Provisional

19 ___ ___ Secondary Permanent

19 ___ ___ Elementary/Secondary Provisional

19 ___ ___ Elementary/Secondary Permanent

19 ___ ___ Elementary 30 Hour Continuing

19 ___ ___ Secondary 30 Hour Continuing

19 ___ ___ Elementary/Secondary 30 Hour Continuing

19 ___ ___ Elementary 18 Hour Continuing

19 ___ ___ Secondary 18 Hour Continuing

19 ___ ___ Elementary/Secondary 18 Hour Continuing (43,44)

8. List any endorsements you have on your certificate (examples: special education, 9-12 Social Studies, 7-9 English, etc.) (write in)

______________________________ ______________________________

______________________________ ______________________________

9. How many, if any, of each of the following ABE training functions have you attended during the last 3 years? (Write in the number of times you have attended each function within the last 3 years)

1. __ __ Lecture, conference (one day or less) (45,46)
2. __ __ Workshop (2-5 days)
3. __ __ Institute (6 days or more)
4. __ __ Undergraduate classes in adult education
5. __ __ Graduate classes in adult education
6. __ __ Other (write in) ______________________________ (55,56)

10. Your most recent attendance at an ABE training function was: (circle ONLY one)

1. During the past six months
2. 6 months to 1 year ago (57)
3. More than 1 year ago
4. Have never attended an ABE training function

11. How many years have you lived in your neighborhood? (write in)

___ ___ Years (58,59)

12. What language is most often spoken by your family at home? (circle ONLY one) (60)

1. English
2. Spanish
3. Arabic
4. Chaldean
5. Greek
6. Vietnamese
7. Italian
8. American Indian
9. Chinese
10. German
11. Polish
12. Other (write in) ________________

13. In what year were you born? (write in)

19 ___ ___ (61,62)

14. What is your race? (circle ONLY one) (63)

1. Black
2. White
3. Latino, Hispanic
4. Asian, Pacific Islander
5. American Indian

15. What is your sex? (circle ONLY one) (64)

1. Female
2. Male

(65) ☐ ☐ ☐ ☐ ☐ ☐ ☐ D E ☐ T ☐ ☐ ☐ (84)

429 1153

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?

4301154

Adult Education Survey

Michigan Department of Education

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Balian, Project Specialist
Margaret L. Dickinson, Project Specialist

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YOU HAVE BEEN RANDOMLY SELECTED TO COMPLETE A SURVEY CONCERNING YOUR ADULT BASIC EDUCATION PROGRAM. YOUR ANSWERS WILL HELP US FIND OUT HOW YOUR JOB CAN BE MADE EASIER AND WHAT KINDS OF THINGS WILL HELP YOU TEACH MORE EFFECTIVELY. THIS IS YOUR CHANCE TO EXPRESS ALL OF YOUR OPINIONS.

THE RESULTS OF THIS SURVEY WILL AFFECT THE DECISIONS OF LOCAL AND STATE POLICY MAKERS ON ADULT BASIC EDUCATION PROGRAMS. SO YOU CAN SEE HOW IMPORTANT IT IS FOR YOU TO ANSWER IT HONESTLY AND COMPLETELY.

YOUR ANSWERS WILL REMAIN CONFIDENTIAL. WHEN YOU HAVE COMPLETED THE SURVEY, SEAL IT WITH THE ENCLOSED SEAL AND RETURN IT IN ITS ENVELOPE TO YOUR ABE ADMINISTRATOR.

PLEASE TAKE A FEW MINUTES TO DO IT NOW.

DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example: I like hot summer weather	[✓ 1]	2	3	4
Taxes are too high.	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

4 Cake

1 Hamburger

3 Coffee

2 Carrots

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T. V. ?

[✓ 1.] Nothing else to do

2. Everyone else does

[✓ 3.] It's free

4. Something special is on

5. It makes me feel good

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOUR ADULT LEARNERS TO LEARN CERTAIN TASKS.

434

1158

Listed below are some things that ABE students may or may not be interested in learning. Please look at the list and circle the number that best shows how you think they feel.

My ABE students are willing to work very long and hard to learn how to:

		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
401.	Read a newspaper to learn about what is going on in the world	1	2	3	4	(1)
402.	Fill in the spaces on a job application	1	2	3	4	
403.	Understand the meaning of things they see and hear on radio and T.V.	1	2	3	4	
404.	Figure out the best buys when shopping	1	2	3	4	
405.	Decide who to vote for in an election	1	2	3	4	
06.	Enjoy their work, when employed	1	2	3	4	
407.	Read magazines for pleasure	1	2	3	4	
408.	Order goods through the mail (examples: T.V. record offers, catalog orders)	1	2	3	4	
409.	Listen to others talk about politics	1	2	3	4	
410.	Understand what their paycheck deductions mean	1	2	3	4	
411.	Deal with changes in the world around them	1	2	3	4	
412.	Choose a way to live their lives that will bring them happiness	1	2	3	4	(12)

1159

435

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOUR ADULT LEARNERS CAN ALREADY DO CERTAIN TASKS.

1. Listed below are six skills adult learners could learn in ABE classes. Please tell us how important you think each skill is to them by marking a 1 next to the skill they want to learn first, a 2 next to the skill they want to learn second, a 3 next to the skill they want to learn third, and a 4 next to the skill they want to learn fourth.

______ Writing ______ Decision Making ______ Speaking, Listening, Remembering (1,3)

______ Forming Values and Setting Goals ______ Reading ______ Arithmetic (4,6)

2. Listed below are six skills adult learners could use in everyday life. Please tell us how well you think your ABE students can already do each skill by marking a 1 next to the skill they can do best, a 2 next to the skill they can do second best, a 3 next to the skill they can do third best, and a 4 next to the skill they can do fourth best.

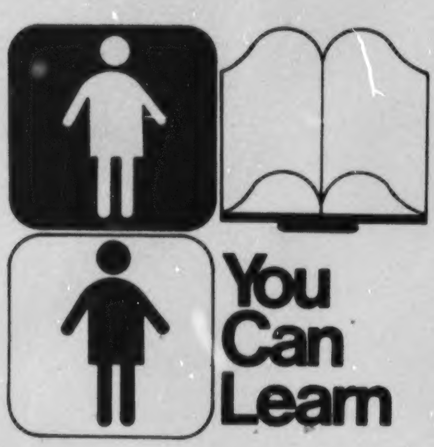
______ Writing ______ Decision Making ______ Speaking, Listening, Remembering (7,9)

______ Forming Values and Setting Goals ______ Reading ______ Arithmetic (10,12)

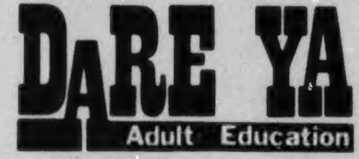
Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture and tell us which two you think adult learners would like best.

Mark an "X" in the box next to the two pictures they would like best:

☐


You
Can
Learn

☐ (13,14)


DARE YA
Adult Education

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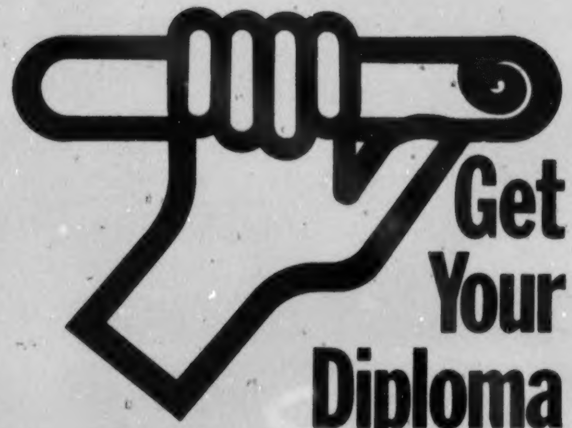
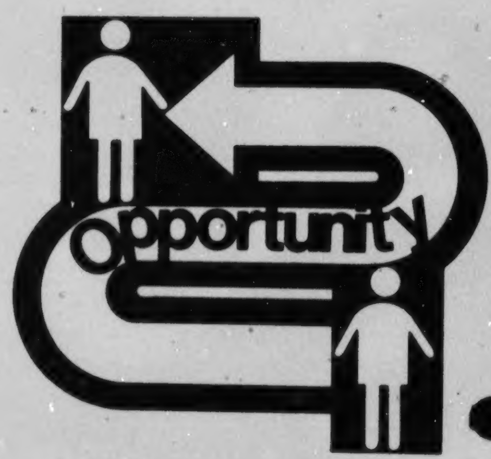

Get
Your
Diploma

☐ (15,16)


Opportunity

1152
438

(17,18)

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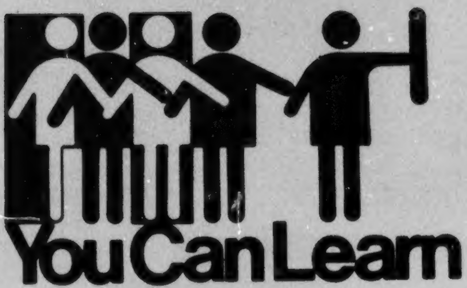
You Can Learn

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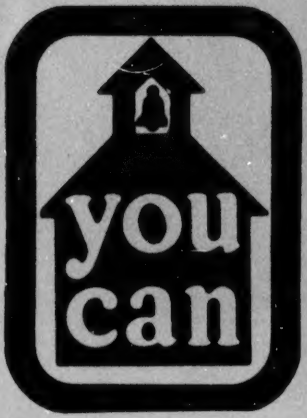

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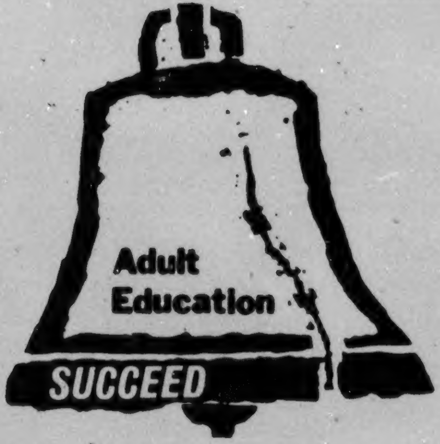
Adult
Education
SUCCEED

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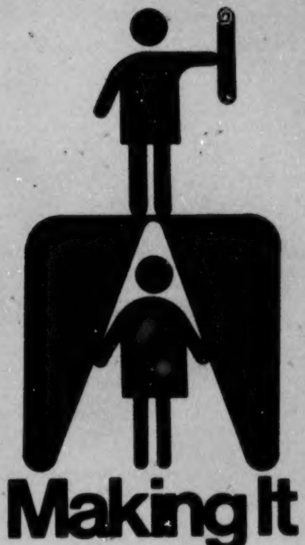


1163

☐☐☐☐☐☐☐ R L ☐☐☐☐☐

(50) (69)

439

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOU TO LEARN CERTAIN TEACHING COMPETENCIES.

Listed below are some things that you may or may not be interested in learning as an ABE teacher. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard (even pay tuition if necessary) to learn how to:

		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
401.	Refer learners to appropriate agencies that service social, educational and training needs	1	2	3	4	(1)
402.	Try new approches in the classroom.	1	2	3	4	
403.	Relate information about the job market to the vocational interests of the learners	1	2	3	4	
404.	Plan instructional activities that relate community resources to the needs of learners	1	2	3	4	
405.	Select a curriculum to help adult learners develop aesthetic and humanistic appreciations.	1	2	3	4	
406.	Plan independent study with learners	1	2	3	4	
407.	Relate instructional content to the life of learners	1	2	3	4	
408.	Select a curriculum that includes the essential elements of the communication process (speaking, listening, remembering, reading and writing)	1	2	3	4	
409.	Operate a learning laboratory	1	2	3	4	
410.	Design instructional strategies with each of the domains (cognitive, psychomotor, affective)	1	2	3	4	
411.	Apply principles of attitude and behavior change in the instructional process	1	2	3	4	
412.	Adapt instructional activities for the physically handicapped	1	2	3	4	(12)

15tcd

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOU CAN ALREADY DO CERTAIN TEACHING COMPETENCIES.

442 1156

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I already know how to:		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
301.	Plan classroom strategies based on the special needs of economically disadvantaged people in various ethnic groups	1	2	3	4	(13)
302.	Differentiate between goals and objectives	1	2	3	4	
303.	Devise practical activities for learners to reinforce classroom instruction.	1	2	3	4	
304.	Modify instruction to account for the social and psychological effects of aging	1	2	3	4	
305.	Choose tests that yield necessary data on learners . .	1	2	3	4	
306.	Assess learning anxieties specific to certain groups of learners	1	2	3	4	
307.	Select a curriculum that will help adult learners in personal and family management.	1	2	3	4	
308.	Work in a team teaching situation	1	2	3	4	
309.	Encourage learner participation in the classroom. . .	1	2	3	4	
310.	Adjust the administration and interpretation of tests according to the behavioral characteristics of adults. . .	1	2	3	4	
311.	Select a curriculum that will help adult learners become aware of their civic and social responsibilities.	1	2	3	4	
312.	Design an individual instructional plan for each student based on the findings of diagnostic tests	1	2	3	4	(24)

(50) ☐☐☐☐ ☐ ☐ ☐ C 4 ☐☐ ☐☐☐ (69)

443

17tcd

Listed below are some opportunities teachers could have through their work. Tell us how important each opportunity is to you. Then tell us how often you get each opportunity in your work in this ABE program by circling the number in each column that applies.

	How important is it to:				How often can you:				
	Very Unimportant	Sort of Unimportant	Sort of Important	Very Important	Never	Sometimes	Often	Almost Always	
1. Learn about people's behavior	1	2	3	4	1	2	3	4	(1,2)
2. Enlarge your knowledge.	1	2	3	4	1	2	3	4	(3,4)
3. Identify your attitudes	1	2	3	4	1	2	3	4	
4. Get a feeling of accomplishment . . .	1	2	3	4	1	2	3	4	
5. Use your professional skills	1	2	3	4	1	2	3	4	
6. Do interesting tasks	1	2	3	4	1	2	3	4	
7. Assume important responsibilities . .	1	2	3	4	1	2	3	4	
8. Make friends with co-workers	1	2	3	4	1	2	3	4	
9. Improve your physical well being. . .	1	2	3	4	1	2	3	4	
10. Improve your emotional health . . .	1	2	3	4	1	2	3	4	(19, 20)

1168

444

Listed below are some possible ways your school district could support this ABE program. Tell us how important each support is to the success of ABE programs. Then tell us how often the school district provides these supports by circling the number in each column that applies.

	How important is it that your school district provide:				How often does your school district provide:			
	Very Unimportant	Sort of Unimportant	Sort of Important	Very Important	Never	Sometimes	Often	Almost Always
1. ABE support equal to its support of other educational programs	1	2	3	4	1	2	3	4(61,6
2. Teachers with an adequate wage for the work they do.	1	2	3	4	1	2	3	4
3. Teachers with job security	1	2	3	4	1	2	3	4
4. Teachers with adequate fringe benefits. .	1	2	3	4	1	2	3	4
5. Opportunities for promotion in ABE that make it an attractive career	1	2	3	4	1	2	3	4
6. A comfortable teaching environment and adequate instructional materials . . .	1	2	3	4	1	2	3	4
7. Teachers with inservice education that is relevant to their needs	1	2	3	4	1	2	3	4
8. Appropriate incentives for teachers to attend inservice education	1	2	3	4	1	2	3	4
9. Full utilization of the services of aides and paraprofessionals	1	2	3	4	1	2	3	4
10. Full utilization of the services of guidance and counseling personnel	1	2	3	4	1	2	3	4(79,8

1169(81) ☐☐☐☐ ☐ ☐ ☐ S T ☐☐ ☐☐☐ (100)21s

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you think you show each behavior in class.

How often are you:	Never	Sometimes	Often	Almost Always
1. Cautious and careful	1	2	3	4 (1)
2. Tidy and thorough	1	2	3	4
3. More interested in feelings than scientific rules	1	2	3	4
4. Hardworking and successful at getting things done.	1	2	3	4
5. High-strung and restless	1	2	3	4
6. Outspoken and interested in getting your own way	1	2	3	4
7. Close to other people and unsure of yourself	1	2	3	4
8. Entertaining and enthusiastic	1	2	3	4
9. Old-fashioned and practical	1	2	3	4
10. Unselfish and thoughtful of others	1	2	3	4
11. Demanding and short-tempered.	1	2	3	4 (11)

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you think you show each behavior in class.

How often are you:	Never	Sometimes	Often	Almost Always
12. Patient and agreeable	1	2	3	4 (12)
13. Carefree and not involved in other people's lives	1	2	3	4
14. Confident and stable	1	2	3	4
15. Quiet and private about personal feelings	1	2	3	4
16. Relaxed and calm	1	2	3	4
17. Soft-spoken and gentle	1	2	3	4
18. Curious and interested in solving problems	1	2	3	4
19. Easygoing and not too busy	1	2	3	4
20. Daring and bold	1	2	3	4
21. Not concerned about small details and not into planning everything ahead	1	2	3	4
22. Willing to try new ideas and ways of doing things	1	2	3	4 (22)

1171
417

☐☐☐☐ ☐ ☐ ☐ P E ☐☐ ☐☐☐

(50) (69)

1. What is your current position in ABE?
(circle ONLY one)

1. ABE teacher, full-time (more than 21 hrs. per week) (1)
2. ABE teacher, part-time (less than 20 hrs. per week)
3. ABE administrator, full-time (more than 21 hrs. per week)
4. ABE administrator, part-time (less than 20 hrs. per week)
5. Primarily ABE teacher, part-time ABE administrator
6. Primarily ABE administrator, part-time ABE teacher
7. Other (write in) ______________________________

2. What approximate percentage (%) of your employment time during the academic year 1977-78 (including summer) will be spent in ABE?
(write in)

(6X)

___ ___ ___% (8,1

3. How many years of experience in any role, do you have in ABE?
(Round off to the nearest year.)
(write in)

___ ___ Years (11,1

4. What type of classes have you taught in the academic year 1977-78?
(circle ALL that apply)

1. Adult Basic Education (ABE) (13)
2. English as a Second Language (ESL)
3. Adult Secondary Education (ASE)
4. GED preparation
5. None
6. Other (write in) ______448______________________ (18)

1172

5. If you are part-time in ABE, what is your other major employment commitment? (circle ONLY one)

   1. I am not part-time in ABE
   2. Teaching elementary, (K-6)
   3. Teaching secondary, (7-12)
   4. Teaching college or university (19)
   5. Guidance, counseling
   6. Elementary school administrator
   7. Secondary school administrator
   8. No other major employment commitment
   9. Homemaker
   10. Work outside education (business, industry, government)
   11. Other (write in) ________________________________

6. What is the highest degree you finished in regular school or college? (circle ONLY one)

   1. High school
   2. Associate degree
   3. Bachelors degree (20)
   4. Masters (M.A., M.S., M. Ed.)
   5. Doctorate (Ph.D., Ed. D.)
   6. Other (write in) ________________________________

1173

419

7. In what year did you receive each of your certificates? (Fill in the year for ALL that apply)

(21,22)

19 ___ ___ Elementary Provisional
19 ___ ___ Elementary Permanent
19 ___ ___ Secondary Provisional
19 ___ ___ Secondary Permanent
19 ___ ___ Elementary/Secondary Provisional
19 ___ ___ Elementary/Secondary Permanent
19 ___ ___ Elementary 30 Hour Continuing
19 ___ ___ Secondary 30 Hour Continuing
19 ___ ___ Elementary/Secondary 30 Hour Continuing
19 ___ ___ Elementary 18 Hour Continuing
19 ___ ___ Secondary 18 Hour Continuing
19 ___ ___ Elementary/Secondary 18 Hour Continuing (43,44)

8. List any endorsements you have on your certificate (examples: special education, 9-12 Social Studies, 7-9 English, etc.) (write in)

______________________________ ______________________________

______________________________ ______________________________

9. How many, if any, of each of the following ABE training functions have you attended during the last 3 years? (Write in the number of times you have attended each function within the last 3 years)

1. __ __ Lecture, conference (one day or less) (45,46)
2. __ __ Workshop (2-5 days)
3. __ __ Institute (6 days or more)
4. __ __ Undergraduate classes in adult education
5. __ __ Graduate classes in adult education
6. __ __ Other (write in) ______________________________ (55,56)

1171 450

10. Your most recent attendance at an ABE training function was: (circle ONLY one)

1. During the past six months
2. 6 months to 1 year ago (57)
3. More than 1 year ago
4. Have never attended an ABE training function

11. How many years have you lived in your neighborhood? (write in)

__ __ Years (58,59)

12. What language is most often spoken by your family at home? (circle ONLY one)

1. English
2. Spanish
3. Arabic
4. Chaldean
5. Greek
6. Vietnamese
7. Italian
8. American Indian
9. Chinese
10. German
11. Polish
12. Other (write in) ________________

(60)

13. In what year were you born? (write in)

19 __ __ (61,62)

14. What is your race? (circle ONLY one)

1. Black
2. White (63)
3. Latino, Hispanic
4. Asian, Pacific Islander
5. American Indian

15. What is your sex? (circle ONLY one) (64)

1. Female
2. Male

(65) [illegible] [illegible] [illegible] [illegible] ☐ ☐ ☐ D E ☐ T ☐ ☐ ☐ (84)

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?

Adult Education Survey

Michigan Department of Education

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Ballan, Project Specialist
Margaret L. Dickinson, Project Specialist

Support for this project was provided by a grant of Federal funds under Section 309 of the Adult Education Act (P.L. 91-230 III), as amended, administered by the Michigan Department of Education. Points of view and opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Michigan Department of Education.

DEAR ADMINISTRATOR:

WE NEED YOUR HELP!

YOU HAVE BEEN RANDOMLY SELECTED TO COMPLETE A SURVEY CONCERNING YOUR ADULT BASIC EDUCATION PROGRAM. YOUR ANSWERS WILL HELP US FIND OUT HOW YOUR JOB AS A PROGRAM PLANNER CAN BE MADE EASIER AND WHAT KINDS OF THINGS WILL HELP YOU PLAN MORE EFFECTIVELY. THIS IS YOUR CHANCE TO EXPRESS ALL OF YOUR OPINIONS.

THE RESULTS OF THIS SURVEY WILL AFFECT THE DECISIONS OF LOCAL SCHOOL BOARDS AND STATE POLICY MAKERS ON ADULT BASIC EDUCATION PROGRAMS. SO YOU CAN SEE HOW IMPORTANT IT IS FOR YOU TO ANSWER IT HONESTLY AND COMPLETELY.

OF COURSE YOUR ANSWERS WILL REMAIN CONFIDENTIAL BECAUSE YOU WILL SEAL THE SURVEY YOURSELF AND RETURN IT WITH OTHER SURVEY MATERIALS DIRECTLY TO US.

PLEASE TAKE A FEW MINUTES TO COMPLETE IT NOW.

1178
454

DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example: I like hot summer weather	[✓ 1]	2	3	4
Taxes are too high.	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

4 Cake

3 Coffee

1 Hamburger

2 Carrots

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T. V. ?

[✓ 1.] Nothing else to do

2. Everyone else does

[✓ 3.] It's free

4. Something special is on

5. It makes me feel good

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOUR ADULT LEARNERS TO LEARN CERTAIN TASKS.

1180

456

Listed below are some things that ABE students may or may not be interested in learning. Please look at the list and circle the number that best shows how you think they should feel.

My ABE students should be willing to work very long and hard to learn how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
101. Find out what is in food they eat by reading food packages	1	2	3	4	(1)
102. Fill out forms for financial assistance (examples: unemployment benefits, ADC)	1	2	3	4	
103. Explain a job to a new worker, when employed	1	2	3	4	
104. Figure out the cost of a hobby or vacation	1	2	3	4	
105. Help the family through hard times (examples: serious illness, death of a loved one)	1	2	3	4	
106. Get along with people different from them	1	2	3	4	
107. Read books that teach new work skills (example: books from a job training class)	1	2	3	4	
108. Put their thoughts in writing	1	2	3	4	
109. Talk to family members without arguing	1	2	3	4	
110. Use metric measurements like: meters, liters and kilometers	1	2	3	4	
111. Protect themselves against unfairness at work	1	2	3	4	
112. Decide what to believe in (examples: religions, superstitions)	1	2	3	4	(12)

457 1151

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOUR ADULT LEARNERS CAN ALREADY DO CERTAIN TASKS.

Listed below are some skills that ABE students may or may not already have. Please look at the list and tell us if you think they should already have these skills by circling the number that best shows how you feel.

My ABE students should already know how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
201. Read newspapers and magazine advertisements carefully enough to spot lies	1	2	3	4	(13)
202. Fill out voter registration forms	1	2	3	4	
203. Say the right thing at a job interview	1	2	3	4	
204. Keep score in games (examples: bowling, cards).	1	2	3	4	
205. Avoid liquor and drug problems	1	2	3	4	
206. Participate in our system of government	1	2	3	4	
207. Read help wanted ads	1	2	3	4	
208. Write a letter to a friend	1	2	3	4	
209. Tell repairmen what to do (examples: plumbers, car mechanics)	1	2	3	4	
210. Figure out sales taxes	1	2	3	4	
211. Decide what job training they need	1	2	3	4	
212. Choose what sexual behavior is right for them	1	2	3	4	(24)

1183 459

☐☐☐☐☐☐☐ A 1 ☐☐☐☐☐

(50) (69)

1. Listed below are six skills adult learners could learn in ABE classes. Please tell us how important you think each skill is to them by marking a 1 next to the skill they want to learn first, a 2 next to the skill they want to learn second, a 3 next to the skill they want to learn third, and a 4 next to the skill they want to learn fourth.

______ Writing
______ Decision Making
______ Speaking, Listening, Remembering (1,3)

______ Forming Values and Setting Goals
______ Reading
______ Arithmetic (4,6)

2. Listed below are six skills adult learners could use in everyday life. Please tell us how well you think your ABE students can already do each skill by marking a 1 next to the skill they can do best, a 2 next to the skill they can do second best, a 3 next to the skill they can do third best, and a 4 next to the skill they can do fourth best.

______ Writing
______ Decision Making
______ Speaking, Listening, Remembering (7,9)

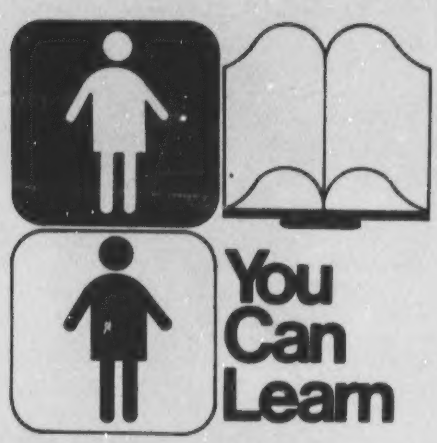
______ Forming Values and Setting Goals
______ Reading
______ Arithmetic (10,12)

1194
460

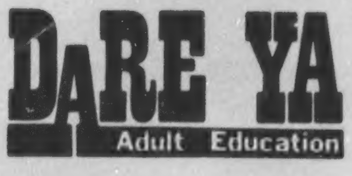
Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture and tell us which two you think adult learners would like best.

Mark an "X" in the box next to the two pictures they would like best:

☐


You
Can
Learn

☐ (13,14)


DARE YA
Adult Education

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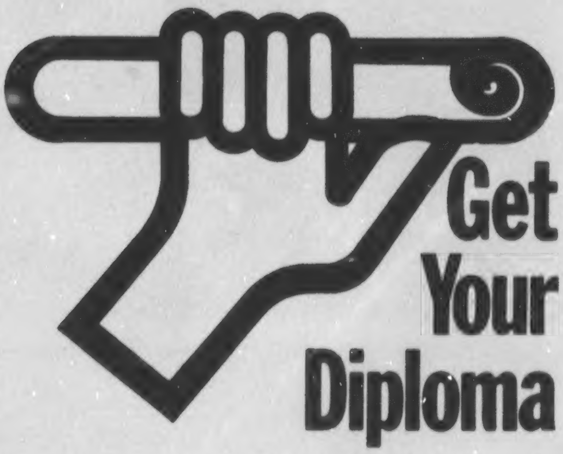
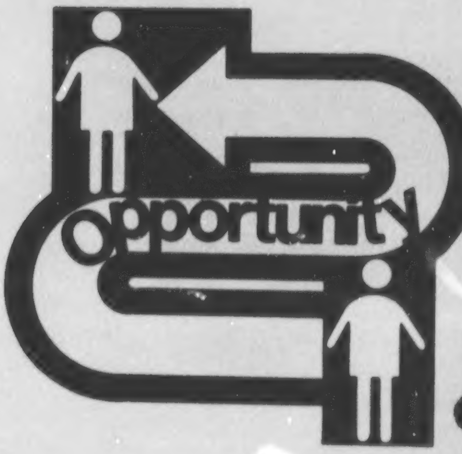

Get
Your
Diploma

☐ (15,16)


opportunity

1195

461

(17,18)

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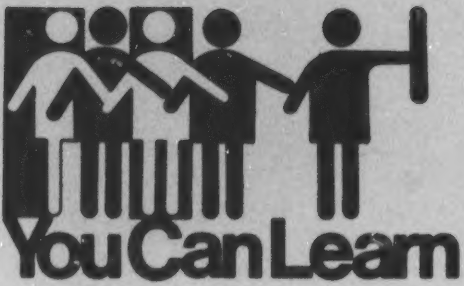
YouCanLearn

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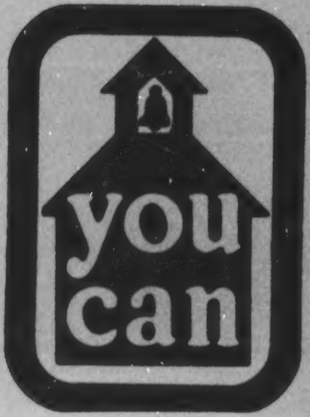

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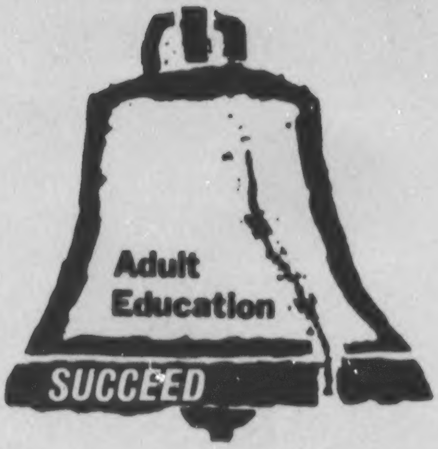
Adult
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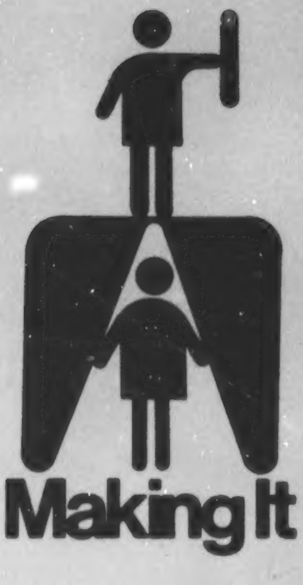

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(50) (69)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOUR ABE TEACHERS TO LEARN CERTAIN TEACHING COMPETENCIES.

Listed below are some things your teachers may or may not need to learn for their work in ABE. Tell us how interested they should be in learning these skills by circling the number that best shows how you feel.

Teachers in this ABE program should be willing to work long and hard (even pay tuition if necessary) to learn how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
101. Assess reasons for adult learners' enrollment in adult basic education programs	1	2	3	4	(1)
102. Select a curriculum that will help the learner become a problem solver	1	2	3	4	
103. Reinforce positive attitudes toward learning	1	2	3	4	
104. Select a curriculum that will help adult learners develop employability and occupational skills	1	2	3	4	
105. State objectives in behavioral terms	1	2	3	4	
106. Assess new developments, recent recommendations and current issues in adult education	1	2	3	4	
107. Differentiate between teaching adults and teaching children	1	2	3	4	
108. Select a curriculum that offers opportunities for values clarification	1	2	3	4	
109. Use mass media for educational purposes	1	2	3	4	
110. Determine the ways in which individuals learn most effectively	1	2	3	4	
111. Evaluate their own teaching effectiveness	1	2	3	4	
112. Recognize the nature and intent of adult basic education legislation, including financing	1	2	3	4	(12)

15tca

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOUR ABE TEACHERS CAN ALREADY DO CERTAIN TEACHING COMPETENCIES.

Listed below are some things that teachers may or may not already know through their training and work in ABE. Tell us to what extent you think teachers in this ABE program already know these skills by circling the number that best shows how you feel.

Teachers in this ABE program already know how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
A 201. Interpret national, state and local objectives in adult basic education	1	2	3	4	(13)
B 202. Counsel students on personal matters	1	2	3	4	
C 203. Select a curriculum based on the interests and needs of the learner	1	2	3	4	
D 204. Devise teaching strategies that will help learners develop a sense of confidence	1	2	3	4	
D 205. Choose instructional materials that are consistent with curricular goals.	1	2	3	4	
E 206. Give learners continuous feedback on their educational progress	1	2	3	4	
B 207. Recognize symptoms of physical defects, such as vision or hearing loss, that may account for learning problems	1	2	3	4	
C 208. Choose a curriculum that will help learners become aware of their own and others needs, opinions and feelings	1	2	3	4	
D 209. Construct teaching materials.	1	2	3	4	
D 210. Communicate effectively with learners.	1	2	3	4	
E 211. Contribute to the process of program evaluation	1	2	3	4	
E 212. Interpret the adult basic education program to other teachers and the community	1	2	3	4	(24)

1190

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(50) (69)

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Listed below are some classroom activities that teachers could or could not include in adult education programs. Remembering that all things cannot fit during class time, please tell us how often each activity should go on in class. Circle the number that best shows how you feel.

How often should ABE teachers use class time to:	Never	Sometimes	Often	Almost Always	
1. Answer adult learners' questions	1	2	3	4	(1)
2. Ask adult learners questions	1	2	3	4	
3. Correct adult learners' papers and keep the room neat .	1	2	3	4	
4. Use radio, T.V. and movies in class	1	2	3	4	
5. Use machines in teaching (examples: computers, video readers).	1	2	3	4	
6. Work with small groups of adult learners	1	2	3	4	
7. Help adult learners practice skills.	1	2	3	4	
8. Praise adult learners for what they do in class. . . .	1	2	3	4	
9. Let adult learners choose what they want to learn . . .	1	2	3	4	
10. Learn how different adult learners are from younger learners and other adults	1	2	3	4	
11. Help adult learners plan their education.	1	2	3	4	
12. Tell adult learners about job training they can get. . .	1	2	3	4	
13. Help adult learners with family problems.	1	2	3	4	
14. Tell adult learners how to get help if they need money .	1	2	3	4	(14)

467 1191

19xy

Listed below are some reasons that keep people from taking adult education classes. Please think of people you know who need more education and tell us why they don't come to classes. (Circle ONLY those that apply to people you know)

People I know don't come to adult education classes because they:

1. Don't know about adult education classes. (15)
2. Are afraid they can't do the class work.
3. Don't think it will do them any good.
4. Don't like where the classes are held.
5. Don't like when the classes are held.
6. Can't afford the costs (examples: books, transportation).
7. Don't have time.
8. Can't get a babysitter.
9. Are afraid of new experiences.
10. Dislike school.
11. Don't live in one place long enough.
12. Are afraid of being robbed or beaten up.
13. Are embarrassed to admit that they can't read or write.
14. Other, write in:________________________________ (28)

____

468

Listed below are some reasons why adults start coming to adult education classes. Look over the list and tell us why you think ABE students started coming to adult education classes. (Circle ONLY the main reasons)

Students in this ABE program started coming to adult education classes to:

1. Improve their job situation. (29)
2. Complete a high school diploma or pass the G.E.D. test.
3. Improve their basic skills (reading, writing, arithmetic).
4. Feel better about themselves.
5. Get ready to go to college, trade or vocational school.
6. Learn English.
7. Meet people.
8. Become better informed.
9. Be better able to take care of their family.
10. Other (write in) ______________________ (38)

Listed below are some reasons why adults keep coming to adult education classes. Look over the list and tell us why you think ABE students keep coming to adult education classes. (Circle ONLY the main reasons)

Students in this ABE program keep coming to adult education classes because they:

1. Like the school work. (39)
2. Like the classrooms and learning materials.
3. Are learning something useful.
4. Think the teachers are good.
5. Get money for coming.
6. Like the way the school is run.
7. Like the other adult learners.
8. Don't have too many personal problems.
9. Think they are accomplishing something.
10. Get praise from their friends and family.
11. Other (write in) 469 (49)

(69)

Y

X

(50)

1193

21xy

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want ABE teachers to show each behavior in class.

How often do you want ABE teachers to be:	Never	Sometimes	Often	Almost Always	
1. Cautious and careful	1	2	3	4	(1)
2. Tidy and thorough	1	2	3	4	
3. More interested in feelings than scientific rules	1	2	3	4	
4. Hardworking and successful at getting things done.	1	2	3	4	
5. High-strung and restless	1	2	3	4	
6. Outspoken and interested in getting their own way.	1	2	3	4	
7. Close to other people and unsure of themselves.	1	2	3	4	
8. Entertaining and enthusiastic	1	2	3	4	
9. Old-fashioned and practical	1	2	3	4	
10. Unselfish and thoughtful of others	1	2	3	4	
11. Demanding and short-tempered.	1	2	3	4	(11)

1194

470

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want ABE teachers to show each behavior in class.

How often do you want ABE teachers to be:	Never	Sometimes	Often	Almost Always	
12. Patient and agreeable	1	2	3	4	(12)
13. Carefree and not involved in other people's lives . . .	1	2	3	4	
14. Confident and stable	1	2	3	4	
15. Quiet and private about personal feelings.	1	2	3	4	
16. Relaxed and calm	1	2	3	4	
17. Soft-spoken and gentle	1	2	3	4	
18. Curious and interested in solving problems	1	2	3	4	
19. Easygoing and not too busy	1	2	3	4	
20. Daring and bold.	1	2	3	4	
21. Not concerned about small details and not into planning everything ahead	1	2	3	4	
22. Willing to try new ideas and ways of doing things . . .	1	2	3	4	(22)

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(50) (69)

1. What is your current position in ABE?
(circle ONLY one)

   1. ABE teacher, full-time (more than 21 hrs. per week) (1)
   2. ABE teacher, part-time (less than 20 hrs. per week)
   3. ABE administrator, full-time (more than 21 hrs. per week)
   4. ABE administrator, part-time (less than 20 hrs. per week)
   5. Primarily ABE teacher, part-time ABE administrator
   6. Primarily ABE administrator, part-time ABE teacher
   7. Other (write in) ______________________________

2. What approximate percentage (%) of your employment time during the academic year 1977-78 (including summer) will be spent in ABE?
(write in)

   (6x)

   __ __ __% (8,10)

3. How many years of experience in any role, do you have in ABE?
(Round off to the nearest year.)
(write in)

   __ __ Years (11,12)

4. What type of classes have you taught in the academic year 1977-78?
(circle ALL that apply)

   1. Adult Basic Education (ABE) (13)
   2. English as a Second Language (ESL)
   3. Adult Secondary Education (ASE)
   4. GED preparation
   5. None
   6. Other (write in) ______1196______ (18)

472

5. If you are part-time in ABE, what is your other major employment commitment? (circle ONLY one)

   1. I am not part-time in ABE
   2. Teaching elementary, (K-6)
   3. Teaching secondary, (7-12)
   4. Teaching college or university (19)
   5. Guidance, counseling
   6. Elementary school administrator
   7. Secondary school administrator
   8. No other major employment commitment
   9. Homemaker
   10. Work outside education (business, industry, government)
   11. Other (write in) ________________________________

6. What is the highest degree you finished in regular school or college? (circle ONLY one)

   1. High school
   2. Associate degree
   3. Bachelors degree (20)
   4. Masters (M. A., M. S., M. Ed.)
   5. Doctorate (Ph. D., Ed. D.)
   6. Other (write in) ________________________________

7. In what year did you receive each of your certificates? (Fill in the year for ALL that apply) (21,22)

19 __ __ Elementary Provisional
19 __ __ Elementary Permanent
19 __ __ Secondary Provisional
19 __ __ Secondary Permanent
19 __ __ Elementary/Secondary Provisional
19 __ __ Elementary/Secondary Permanent
19 __ __ Elementary 30 Hour Continuing
19 __ __ Secondary 30 Hour Continuing
19 __ __ Elementary/Secondary 30 Hour Continuing
19 __ __ Elementary 18 Hour Continuing
19 __ __ Secondary 18 Hour Continuing
19 __ __ Elementary/Secondary 18 Hour Continuing (43,44)

8. List any endorsements you have on your certificate (examples: special education, 9-12 Social Studies, 7-9 English, etc.) (write in)

________________ ________________

________________ ________________

9. How many, if any, of each of the following ABE training functions have you attended during the last 3 years? (Write in the number of times you have attended each function within the last 3 years)

1. __ __ Lecture, conference (one day or less) (45,46)
2. __ __ Workshop (2-5 days)
3. __ __ Institute (6 days or more)
4. __ __ Undergraduate classes in adult education
5. __ __ Graduate classes in adult education
6. __ __ Other (write in) ________________ (55,56

1198

474

10. Your most recent attendance at an ABE training function was: (circle ONLY one)

1. During the past six months (57)
2. 6 months to 1 year ago
3. More than 1 year ago
4. Have never attended an ABE training function

11. How many years have you lived in your neighborhood? (write in)

__ __ Years (58,5

12. What language is most often spoken by your family at home? (circle ONLY one)

1. English
2. Spanish
3. Arabic
4. Chaldean
5. Greek
6. Vietnamese
7. Italian
8. American Indian
9. Chinese
10. German (60)
11. Polish
12. Other (write in) __________

13. In what year were you born? (write in)

19 __ __ (61,6

14. What is your race? (circle ONLY one)

1. Black (63)
2. White
3. Latino, Hispanic
4. Asian, Pacific Islander
5. American Indian

15. What is your sex? (circle ONLY one) (64)

1. Female
2. Male

(65) ☐☐☐☐ ☐ ☐ ☐ D E ☐ A ☐☐☐ (84)

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475

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?

Adult Education Survey

Michigan Department of Education

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Ballen, Project Specialist
Margaret L. Dickinson, Project Specialist

Support for this project was provided by a grant of Federal funds under Section 309 of the Adult Education Act (P.L. 91-230 III), as amended, administered by the Michigan Department of Education. Points of view and opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Michigan Department of Education.

477 1201

DEAR ADMINISTRATOR:

WE NEED YOUR HELP!

YOU HAVE BEEN RANDOMLY SELECTED TO COMPLETE A SURVEY CONCERNING YOUR ADULT BASIC EDUCATION PROGRAM. YOUR ANSWERS WILL HELP US FIND OUT HOW YOUR JOB AS A PROGRAM PLANNER CAN BE MADE EASIER AND WHAT KINDS OF THINGS WILL HELP YOU PLAN MORE EFFECTIVELY. THIS IS YOUR CHANCE TO EXPRESS ALL OF YOUR OPINIONS.

THE RESULTS OF THIS SURVEY WILL AFFECT THE DECISIONS OF LOCAL SCHOOL BOARDS AND STATE POLICY MAKERS ON ADULT BASIC EDUCATION PROGRAMS. SO YOU CAN SEE HOW IMPORTANT IT IS FOR YOU TO ANSWER IT HONESTLY AND COMPLETELY.

OF COURSE YOUR ANSWERS WILL REMAIN CONFIDENTIAL BECAUSE YOU WILL SEAL THE SURVEY YOURSELF AND RETURN IT WITH OTHER SURVEY MATERIALS DIRECTLY TO US.

PLEASE TAKE A FEW MINUTES TO COMPLETE IT NOW.

DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example: I like hot summer weather	[✓ 1]	2	3	4
Taxes are too high.	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

4 Cake

1 Hamburger

3 Coffee

2 Carrots

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T. V. ?

[✓ 1.] Nothing else to do

2. Everyone else does

[✓ 3.] It's free

4. Something special is on

5. It makes me feel good

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOUR ADULT LEARNERS TO LEARN CERTAIN TASKS.

Listed below are some things that ABE students may or may not be interested in learning. Please look at the list and circle the number that best shows how you think they should feel.

My ABE students should be willing to work very long and hard to learn how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
301. Use a voting machine or a paper ballot	1	2	3	4	(1)
302. Do the paperwork for a job (examples: sales slips, work orders)	1	2	3	4	
303. Talk about feelings and ideas to friends.	1	2	3	4	
304. Use money wisely by figuring out a family budget . . .	1	2	3	4	
305. Protect their legal rights if arrested or sued	1	2	3	4	
306. Cooperate with others for success at work.	1	2	3	4	
307. Read books for fun	1	2	3	4	
308. Fill out forms at a health clinic or doctor's office . . .	1	2	3	4	
309. Give directions to someone using North, South, East, West	1	2	3	4	
310. Use measuring tools on the job, when employed	1	2	3	4	
311. Make decisions about using free time wisely	1	2	3	4	
312. Decide how they feel about birth control	1	2	3	4	(12)

1205

481

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOUR ADULT LEARNERS CAN ALREADY DO CERTAIN TASKS.

1206

Listed below are some skills that ABE students may or may not already have. Please look at the list and tell us if you think they should already have these skills by circling the number that best shows how you feel.

My ABE students should already know how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
401. Read a newspaper to learn about what is going on in the world	1	2	3	4	(13)
402. Fill in the spaces on a job application	1	2	3	4	
403. Understand the meaning of things they see and hear on radio and T.V.	1	2	3	4	
404. Figure out the best buys when shopping	1	2	3	4	
405. Decide who to vote for in an election	1	2	3	4	
406. Enjoy their work, when employed	1	2	3	4	
407. Read magazines for pleasure	1	2	3	4	
408. Order goods through the mail (examples: T.V. record offers, catalog orders)	1	2	3	4	
409. Listen to others talk about politics	1	2	3	4	
410. Understand what their paycheck deductions mean . .	1	2	3	4	
411. Deal with changes in the world around them	1	2	3	4	
412. Choose a way to live their lives that will bring them happiness.	1	2	3	4	(24)

1207

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(50) (69)

1. Listed below are six skills adult learners could learn in ABE classes. Please tell us how important you think each skill is to them by marking a 1 next to the skill they want to learn first, a 2 next to the skill they want to learn second, a 3 next to the skill they want to learn third, and a 4 next to the skill they want to learn fourth.

______ Writing

______ Decision Making

______ Speaking, Listening, Remembering (1,3)

______ Forming Values and Setting Goals

______ Reading

______ Arithmetic (4,6)

2. Listed below are six skills adult learners could use in everyday life. Please tell us how well you think your ABE students can already do each skill by marking a 1 next to the skill they can do best, a 2 next to the skill they can do second best, a 3 next to the skill they can do third best, and a 4 next to the skill they can do fourth best.

______ Writing

______ Decision Making

______ Speaking, Listening, Remembering (7,9)

______ Forming Values and Setting Goals

______ Reading

______ Arithmetic (10,12)

Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture and tell us which two you think adult learners would like best.

Mark an "X" in the box next to the two pictures they would like best:

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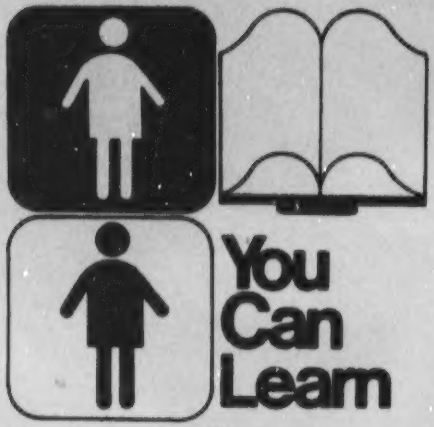
You
Can
Learn

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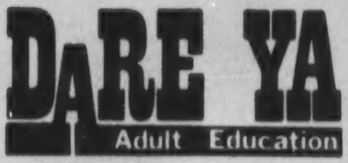
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Adult Education

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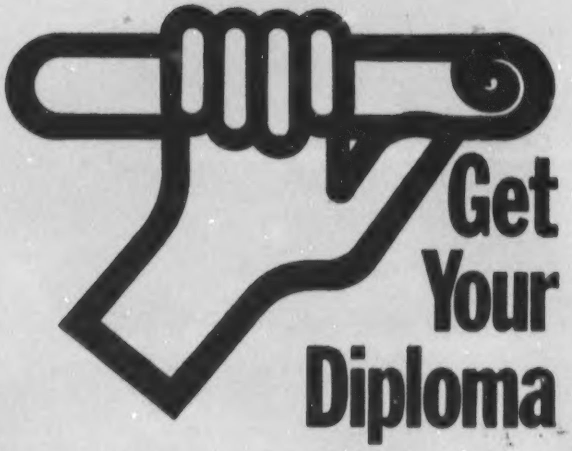
Get
Your
Diploma

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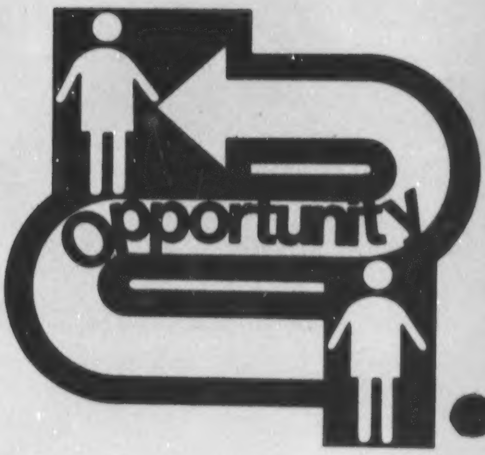
opportunity

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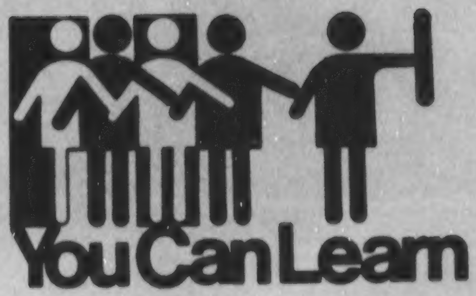
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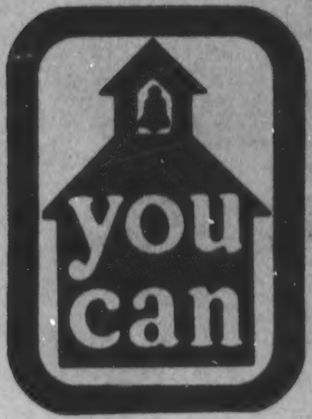

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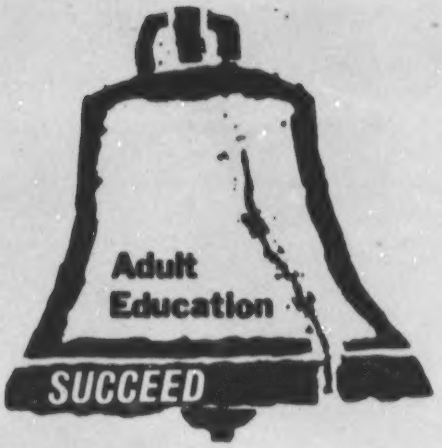
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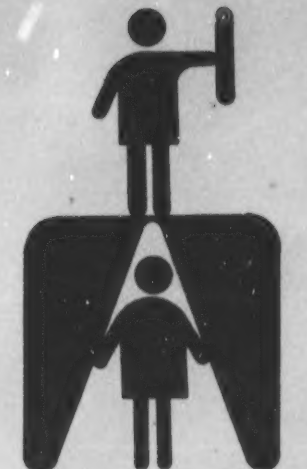

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IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOUR ABE TEACHERS TO LEARN CERTAIN TEACHING COMPETENCIES.

1211

457

Listed below are some things your teachers may or may not need to learn for their work in ABE. Tell us how interested they should be in learning these skills by circling the number that best shows how you feel.

Teachers in this ABE program should be willing to work long and hard (even pay tuition if necessary) to learn how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
301. Plan classroom strategies based on the special needs of economically disadvantaged people in various ethnic groups	1	2	3	4	(1)
302. Differentiate between goals and objectives	1	2	3	4	
303. Devise practical activities for learners to reinforce classroom instruction.	1	2	3	4	
304. Modify instruction to account for the social and psychological effects of aging	1	2	3	4	
305. Choose tests that yield necessary data on learners . . .	1	2	3	4	
306. Assess learning anxieties specific to certain groups of learners	1	2	3	4	
307. Select a curriculum that will help adult learners in personal and family management.	1	2	3	4	
308. Work in a team teaching situation	1	2	3	4	
309. Encourage learner participation in the classroom. . . .	1	2	3	4	
310. Adjust the administration and interpretation of tests according to the behavioral characteristics of adults. . .	1	2	3	4	
311. Select a curriculum that will help adult learners become aware of their civic and social responsibilities.	1	2	3	4	
312. Design an individual instructional plan for each student based on the findings of diagnostic tests	1	2	3	4	(12)

15tcb

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOUR ABE TEACHERS CAN ALREADY DO CERTAIN TEACHING COMPETENCIES.

459 1213

Listed below are some things that teachers may or may not already know through their training and work in ABE. Tell us to what extent you think teachers in this ABE program already know these skills by circling the number that best shows how you feel.

Teachers in this ABE program already know how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
401. Refer learners to appropriate agencies that service social, educational and training needs	1	2	3	4	(13)
402. Try new approaches in the classroom	1	2	3	4	
403. Relate information about the job market to the vocational interests of the learners	1	2	3	4	
404. Plan instructional activities that relate community resources to the needs of learners	1	2	3	4	
405. Select a curriculum to help adult learners develop aesthetic and humanistic appreciations.	1	2	3	4	
406. Plan independent study with learners	1	2	3	4	
407. Relate instructional content to the life of learners . . .	1	2	3	4	
408. Select a curriculum that includes the essential elements of the communication process (speaking, listening, remembering, reading and writing)	1	2	3	4	
409. Operate a learning laboratory.	1	2	3	4	
410. Design instructional strategies with each of the domains (cognitive, psychomotor, affective)	1	2	3	4	
411. Apply principles of attitude and behavior change in the instructional process	1	2	3	4	
412. Adapt instructional activities for the physically handicapped	1	2	3	4	(24)

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(50) 1214 (69)

Listed below are some opportunities administrators could have through their work. Tell us how important each opportunity is to you. Then tell us how often you get each opportunity in your work in this ABE program by circling the number in each column that applies.

	How important is it to:				How often can you:			
	Very Unimportant	Unimportant	Important	Very Important	Never	Sometimes	Often	Almost Always
1. Learn about people's behavior	1	2	3	4	1	2	3	4(1,2
2. Enlarge your knowledge.	1	2	3	4	1	2	3	4(3,4
3. Identify your attitudes	1	2	3	4	1	2	3	4
4. Get a feeling of accomplishment . . .	1	2	3	4	1	2	3	4
5. Use your professional skills	1	2	3	4	1	2	3	4
6. Do interesting tasks	1	2	3	4	1	2	3	4
7. Assume important responsibilities . .	1	2	3	4	1	2	3	4
8. Make friends with co-workers	1	2	3	4	1	2	3	4
9. Improve your physical well being. . .	1	2	3	4	1	2	3	4
10. Improve your emotional health . . .	1	2	3	4	1	2	3	4 (19 20

491

1215

Listed below are some possible beliefs that students might hold in relation to this ABE program. Tell us how important it is to their success in ABE that they hold these beliefs. Then tell us how often your students show these beliefs by circling the number in each column that applies.

	How important is it for students to:				How often do your students:				
	Very Unimportant	Unimportant	Important	Very Important	Never	Sometimes	Often	Almost Always	
1. Know what they want out of this adult education program	1	2	3	4	1	2	3	4	(21 22
2. Believe ABE will help them "make it in life"	1	2	3	4	1	2	3	4	
3. Use what they learn in adult education in their everyday life	1	2	3	4	1	2	3	4	
4. Think the work in this adult education program requires effort	1	2	3	4	1	2	3	4	
5. Get what they want out of this adult education program	1	2	3	4	1	2	3	4	
6. Believe it is important that they keep learning all of their lives.	1	2	3	4	1	2	3	4	
7. Expect to do well in this adult education program	1	2	3	4	1	2	3	4	
8. Think adult education teachers are happy in their work	1	2	3	4	1	2	3	4	
9. Believe adult education teachers like them	1	2	3	4	1	2	3	4	
10. Think adult education teachers expect them to do well in class	1	2	3	4	1	2	3	4	(39, 40)

492

1216

Listed below are some behaviors that could be associated with people in teaching positions. Tell us how important each behavior is to the success of ABE programs. Then tell us how often your ABE teachers show these behaviors by circling the number in each column that applies.

	How important is it that your teachers:				How often do your teachers:				
	Very Unimportant	Unimportant	Important	Very Important	Never	Sometimes	Often	Almost Always	
1. Express personal concerns and needs to supervisors	1	2	3	4	1	2	3	4	(41, 42)
2. Participate in professional staff development activities	1	2	3	4	1	2	3	4	
3. Support your professional decisions . .	1	2	3	4	1	2	3	4	
4. Work with others to set realistic goals for this program	1	2	3	4	1	2	3	4	
5. Work with others to implement needed changes	1	2	3	4	1	2	3	4	
6. Utilize the evaluation progress for growth	1	2	3	4	1	2	3	4	
7. Take a problem solving approach to conflict	1	2	3	4	1	2	3	4	
8. Use appropriate decision making skills. .	1	2	3	4	1	2	3	4	
9. Seem happy in their work	1	2	3	4	1	2	3	4	
10. Get motivated through praise and recognition.	1	2	3	4	1	2	3	4	(59 6

Listed below are some possible ways your school district could support this ABE program. Tell us how important each support is to the success of ABE programs. Then tell us how often the school district provides these supports by circling the number in each column that applies.

	How important is it that your school district provide:				How often does your school district provide:				
	Very Unimportant	Unimportant	Important	Very Important	Never	Sometimes	Often	Almost Always	
1. ABE support equal to its support of other educational programs	1	2	3	4	1	2	3	4	(61, 62)
2. Teachers with an adequate wage for the work they do	1	2	3	4	1	2	3	4	
3. Teachers with job security	1	2	3	4	1	2	3	4	
4. Teachers with adequate fringe benefits .	1	2	3	4	1	2	3	4	
5. Opportunities for promotion in ABE that make it an attractive career	1	2	3	4	1	2	3	4	
6. A comfortable teaching environment and adequate instructional materials . . .	1	2	3	4	1	2	3	4	
7. Teachers with inservice education that is relevant to their needs.	1	2	3	4	1	2	3	4	
8. Appropriate incentives for teachers to attend inservice education	1	2	3	4	1	2	3	4	
9. Full utilization of the services of aides and paraprofessionals.	1	2	3	4	1	2	3	4	
10. Full utilization of the services of guidance and counseling personnel . .	1	2	3	4	1	2	3	4	(79, 80)

(81) ☐☐☐☐ ☐ ☐ ☐ S T ☐☐ ☐☐☐ (100) 494 1218 21s

Listed below are some reasons that keep people from taking adult education classes. Please think of people you know who need more education and tell us why they don't come to classes. (Circle ONLY those that apply to people you know)

People I know don't come to adult education classes because they:

1. Don't know about adult education classes. (1)
2. Are afraid they can't do the class work.
3. Don't think it will do them any good.
4. Don't like where the classes are held.
5. Don't like when the classes are held.
6. Can't afford the costs (examples: books, transportation).
7. Don't have time.
8. Can't get a babysitter.
9. Are afraid of new experiences.
10. Dislike school.
11. Don't live in one place long enough.
12. Are afraid of being robbed or beaten up.
13. Are embarrassed to admit that they can't read or write.
14. Other, write in:______________________________ (14)

____

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Listed below are some reasons why adults start coming to adult education classes. Look over the list and tell us why you think ABE students started coming to adult education classes. (Circle ONLY the main reasons)

Students in this ABE program started coming to adult education classes to:

1. Improve their job situation. (15)
2. Complete a high school diploma or pass the G.E.D. test.
3. Improve their basic skills (reading, writing, arithmetic).
4. Feel better about themselves.
5. Get ready to go to college, trade or vocational school.
6. Learn English.
7. Meet people.
8. Become better informed.
9. Be better able to take care of their family.
10. Other (write in) ______________________________ (24)

Listed below are some reasons why adults keep coming to adult education classes. Look over the list and tell us why you think ABE students keep coming to adult education classes. (Circle ONLY the main reasons)

Students in this ABE program keep coming to adult education classes because they:

(25)

1. Like the school work.
2. Like the classrooms and learning materials.
3. Are learning something useful.
4. Think the teachers are good.
5. Get money for coming.
6. Like the way the school is run.
7. Like the other adult learners.
8. Don't have too many personal problems.
9. Think they are accomplishing something.
10. Get praise from their friends and family.
11. Other (write in) ______1220______ 496 (35)

23x

1. What is your current position in ABE?
(circle ONLY one)

1. ABE teacher, full-time (more than 21 hrs. per week) (1)
2. ABE teacher, part-time (less than 20 hrs. per week)
3. ABE administrator, full-time (more than 21 hrs. per week)
4. ABE administrator, part-time (less than 20 hrs. per week)
5. Primarily ABE teacher, part-time ABE administrator
6. Primarily ABE administrator, part-time ABE teacher
7. Other (write in) ______________________________

2. What approximate percentage (%) of your employment time during the academic year 1977-78 (including summer) will be spent in ABE?
(write in)

(6X)

___ ___ ___% (8,10)

3. How many years of experience in any role, do you have in ABE?
(Round off to the nearest year.)
(write in)

___ ___ Years (11,12)

4. What type of classes have you taught in the academic year 1977-78?
(circle ALL that apply)

1. Adult Basic Education (ABE) (13)
2. English as a Second Language (ESL)
3. Adult Secondary Education (ASE)
4. GED preparation
5. None
6. Other (write in) ______________________________ (18)

5. If you are part-time in ABE, what is your other major employment commitment? (circle ONLY one)

1. I am not part-time in ABE
2. Teaching elementary, (K-6)
3. Teaching secondary, (7-12)
4. Teaching college or university (19)
5. Guidance, counseling
6. Elementary school administrator
7. Secondary school administrator
8. No other major employment commitment
9. Homemaker
10. Work outside education (business, industry, government)
11. Other (write in) ______________________________

6. What is the highest degree you finished in regular school or college? (circle ONLY one)

1. High school
2. Associate degree
3. Bachelors degree (20)
4. Masters (M. A., M. S., M. Ed.)
5. Doctorate (Ph. D., Ed. D.)
6. Other (write in) ______________________________

1222
498

7. **In what year did you receive each of your certificates?**
(Fill in the year for ALL that apply) (21,22)

19 ___ ___ Elementary Provisional
19 ___ ___ Elementary Permanent
19 ___ ___ Secondary Provisional
19 ___ ___ Secondary Permanent
19 ___ ___ Elementary/Secondary Provisional
19 ___ ___ Elementary/Secondary Permanent
19 ___ ___ Elementary 30 Hour Continuing
19 ___ ___ Secondary 30 Hour Continuing
19 ___ ___ Elementary/Secondary 30 Hour Continuing
19 ___ ___ Elementary 18 Hour Continuing
19 ___ ___ Secondary 18 Hour Continuing
19 ___ ___ Elementary/Secondary 18 Hour Continuing (43,44)

8. List any endorsements you have on your certificate (examples: special education, 9-12 Social Studies, 7-9 English, etc.) (write in)

______________________________ ______________________________

______________________________ ______________________________

9. How many, if any, of each of the following ABE training functions have you attended during the last 3 years? (Write in the number of times you have attended each function within the last 3 years)

1. ___ ___ Lecture, conference (one day or less) (45,46)
2. ___ ___ Workshop (2-5 days)
3. ___ ___ Institute (6 days or more)
4. ___ ___ Undergraduate classes in adult education
5. ___ ___ Graduate classes in adult education
6. ___ ___ Other (write in) ______________________________ (55,56)

10. Your most recent attendance at an ABE training function was: (circle ONLY one)

1. During the past six months (57)
2. 6 months to 1 year ago
3. More than 1 year ago
4. Have never attended an ABE training function

11. How many years have you lived in your neighborhood? (write in)

___ ___ Years (58,59

12. What language is most often spoken by your family at home? (circle ONLY one)

1. English
2. Spanish
3. Arabic
4. Chaldean
5. Greek
6. Vietnamese
7. Italian
8. American Indian
9. Chinese
10. German (60)
11. Polish
12. Other (write in) ____________

13. In what year were you born? (write in)

19___ ___ (61,62

14. What is your race? (circle ONLY one)

1. Black (63)
2. White
3. Latino, Hispanic
4. Asian, Pacific Islander
5. American Indian

15. What is your sex? (circle ONLY one) (64)

1. Female
2. Male

(65) ☐ ☐ ☐ ☐ ☐ ☐ ☐ D E ☐ A ☐ ☐ ☐ (84)

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?

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1225

501

Adult Education Survey

Michigan Department of Education

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Bellan, Project Specialist
Margaret L. Dickinson, Project Specialist

Support for this project was provided by a grant of Federal funds under Section 309 of the Adult Education Act (P.L. 91-230 III), as amended, administered by the Michigan Department of Education. Points of view and opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Michigan Department of Education.

DEAR ADMINISTRATOR:

WE NEED YOUR HELP!

YOU HAVE BEEN RANDOMLY SELECTED TO COMPLETE A SURVEY CONCERNING YOUR ADULT BASIC EDUCATION PROGRAM. YOUR ANSWERS WILL HELP US FIND OUT HOW YOUR JOB AS A PROGRAM PLANNER CAN BE MADE EASIER AND WHAT KINDS OF THINGS WILL HELP YOU PLAN MORE EFFECTIVELY. THIS IS YOUR CHANCE TO EXPRESS ALL OF YOUR OPINIONS.

THE RESULTS OF THIS SURVEY WILL AFFECT THE DECISIONS OF LOCAL SCHOOL BOARDS AND STATE POLICY MAKERS ON ADULT BASIC EDUCATION PROGRAMS. SO YOU CAN SEE HOW IMPORTANT IT IS FOR YOU TO ANSWER IT HONESTLY AND COMPLETELY.

OF COURSE YOUR ANSWERS WILL REMAIN CONFIDENTIAL BECAUSE YOU WILL SEAL THE SURVEY YOURSELF AND RETURN IT WITH OTHER SURVEY MATERIALS DIRECTLY TO US.

PLEASE TAKE A FEW MINUTES TO COMPLETE IT NOW.

DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example: I like hot summer weather	[✓ 1]	2	3	4
Taxes are too high	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

4 Cake

3 Coffee

1 Hamburger

2 Carrots

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T.V.?

[✓ 1.] Nothing else to do
2. Everyone else does
[✓ 3.] It's free
4. Something special is on
5. It makes me feel good

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOUR ADULT LEARNERS TO LEARN CERTAIN TASKS.

505

Listed below are some things that ABE students may or may not be interested in learning. Please look at the list and circle the number that best shows how you think they should feel.

My ABE students should be willing to work very long and hard to learn how to:

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
01. Read newspapers and magazine advertisements carefully enough to spot lies	1	2	3	4	(1)
02. Fill out voter registration forms	1	2	3	4	
03. Say the right thing at a job interview	1	2	3	4	
04. Keep score in games (examples: bowling, cards)	1	2	3	4	
05. Avoid liquor and drug problems	1	2	3	4	
06. Participate in our system of government	1	2	3	4	
[illegible]. Read help wanted ads	1	2	3	4	
08. Write a letter to a friend	1	2	3	4	
09. Tell repairmen what to do (examples: plumbers, car mechanics)	1	2	3	4	
10. Figure out sales taxes	1	2	3	4	
11. Decide what job training they need	1	2	3	4	
12. Choose what sexual behavior is right for them	1	2	3	4	(12)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOUR ADULT LEARNERS CAN ALREADY DO CERTAIN TASKS.

507

Listed below are some skills that ABE students may or may not already have. Please look at the list and tell us if you think they should already have these skills by circling the number that best shows how you feel.

My ABE students should already know how to:

		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
101.	Find out what is in food they eat by reading food packages	1	2	3	4	(13)
102.	Fill out forms for financial assistance (examples: unemployment benefits, ADC)	1	2	3	4	
103.	Explain a job to a new worker, when employed	1	2	3	4	
104.	Figure out the cost of a hobby or vacation	1	2	3	4	
105.	Help the family through hard times (examples: serious illness, death of a loved one)	1	2	3	4	
6.	Get along with people different from them	1	2	3	4	
107.	Read books that teach new work skills (example: books from a job training class)	1	2	3	4	
108.	Put their thoughts in writing	1	2	3	4	
109.	Talk to family members without arguing	1	2	3	4	
110.	Use metric measurements like: meters, liters and kilometers	1	2	3	4	
111.	Protect themselves against unfairness at work	1	2	3	4	
112.	Decide what to believe in (examples: religions, superstitions)	1	2	3	4	(24)

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(50) (69)

1232

508

1. Listed below are six skills adult learners could learn in ABE classes. Please tell us how important you think each skill is to them by marking a 1 next to the skill they want to learn first, a 2 next to the skill they want to learn second, a 3 next to the skill they want to learn third, and a 4 next to the skill they want to learn fourth.

_____ Writing _____ Decision Making _____ Speaking, Listening, Remembering (1,3)

_____ Forming Values and Setting Goals _____ Reading _____ Arithmetic (4,6)

2. Listed below are six skills adult learners could use in everyday life. Please tell us how well you think your ABE students can already do each skill by marking a 1 next to the skill they can do best, a 2 next to the skill they can do second best, a 3 next to the skill they can do third best, and a 4 next to the skill they can do fourth best.

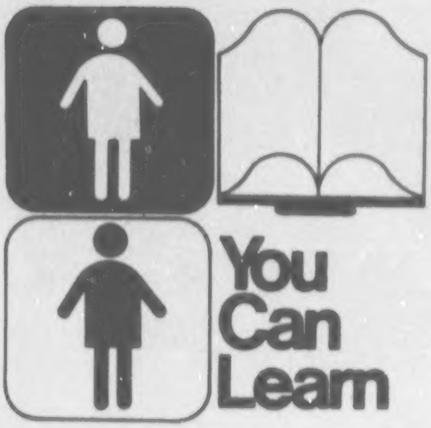
_____ Writing _____ Decision Making _____ Speaking, Listening, Remembering (7,9)

_____ Forming Values and Setting Goals _____ Reading _____ Arithmetic (10,12)

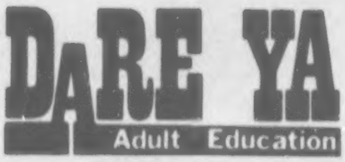
Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture and tell us which two you think adult learners would like best.

Mark an "X" in the box next to the two pictures they would like best:

☐


You
Can
Learn

☐ (13,14)


DARE YA
Adult Education

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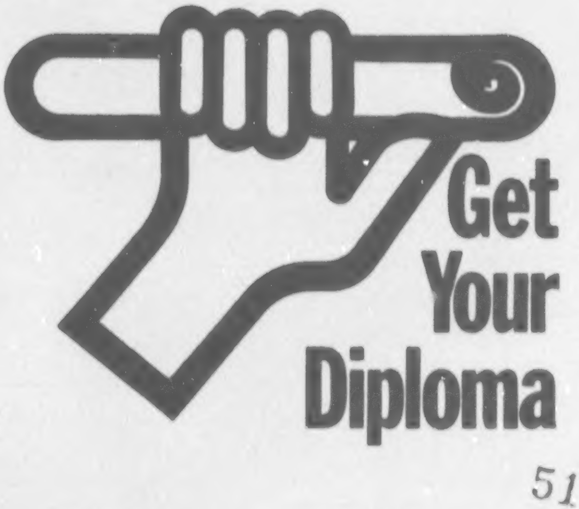
Get
Your
Diploma

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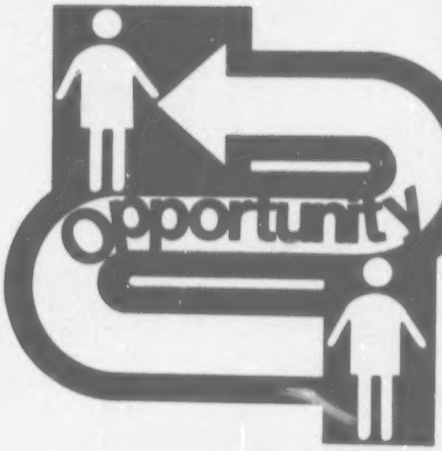
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(17,18)

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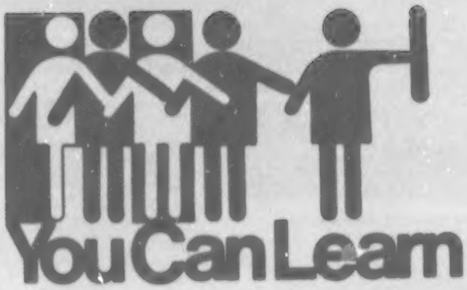
YouCanLearn

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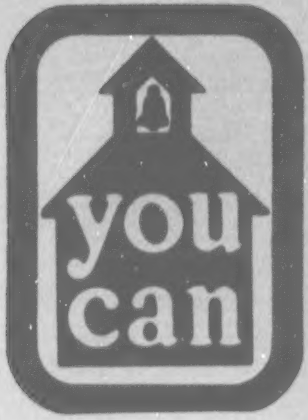

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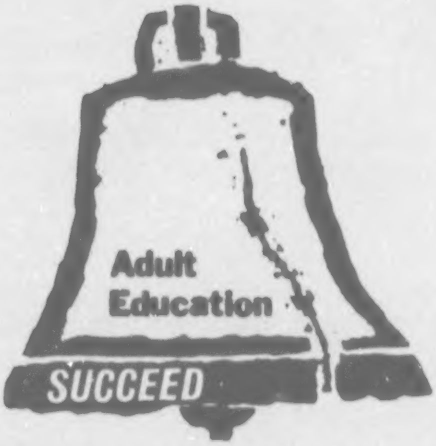
Adult
Education
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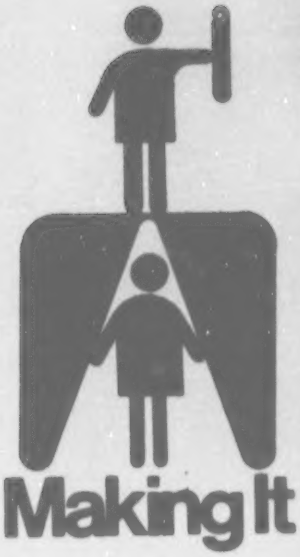

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IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOUR ABE TEACHERS TO LEARN CERTAIN TEACHING COMPETENCIES.

512

1236

Listed below are some things your teachers may or may not need to learn for their work in ABE. Tell us how interested they should be in learning these skills by circling the number that best shows how you feel.

Teachers in this ABE program should be willing to work long and hard (even pay tuition if necessary) to learn how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
201. Interpret national, state and local objectives in adult basic education	1	2	3	4	(1)
202. Counsel students on personal matters	1	2	3	4	
203. Select a curriculum based on the interests and needs of the learner	1	2	3	4	
204. Devise teaching strategies that will help learners develop a sense of confidence	1	2	3	4	
205. Choose instructional materials that are consistent with curricular goals	1	2	3	4	
206. Give learners continuous feedback on their educational progress	1	2	3	4	
207. Recognize symptoms of physical defects, such as vision or hearing loss, that may account for learning problems	1	2	3	4	
208. Choose a curriculum that will help learners become aware of their own and others needs, opinions and feelings	1	2	3	4	
209. Construct teaching materials	1	2	3	4	
210. Communicate effectively with learners	1	2	3	4	
211. Contribute to the process of program evaluation	1	2	3	4	
212. Interpret the adult basic education program to other teachers and the community. 513	1	2	3	4	(12)

15tcc

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOUR ABE TEACHERS CAN ALREADY DO CERTAIN TEACHING COMPETENCIES.

Listed below are some things that teachers may or may not already know through their training and work in ABE. Tell us to what extent you think teachers in this ABE program already know these skills by circling the number that best shows how you feel.

Teachers in this ABE program already know how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
101. Assess reasons for adult learners' enrollment in adult basic education programs	1	2	3	4	(13)
102. Select a curriculum that will help the learner become a problem solver	1	2	3	4	
103. Reinforce positive attitudes toward learning	1	2	3	4	
104. Select a curriculum that will help adult learners develop employability and occupational skills	1	2	3	4	
105. State objectives in behavioral terms	1	2	3	4	
106. Assess new developments, recent recommendations and current issues in adult education	1	2	3	4	
107. Differentiate between teaching adults and teaching children	1	2	3	4	
108. Select a curriculum that offers opportunities for values clarification.	1	2	3	4	
109. Use mass media for educational purposes.	1	2	3	4	
110. Determine the ways in which individuals learn most effectively	1	2	3	4	
111. Evaluate their own teaching effectiveness.	1	2	3	4	
112. Recognize the nature and intent of adult basic education legislation, including financing	1	2	3	4	(24)

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(50) (69)

17tcc

Listed below are some classroom activities that teachers could or could not include in adult education programs. Remembering that all things cannot fit during class time, please tell us how often each activity should go on in class. Circle the number that best shows how you feel.

How often should ABE teachers use class time to:	Never	Sometimes	Often	Almost Always	
1. Answer adult learners' questions	1	2	3	4	(1)
2. Ask adult learners questions	1	2	3	4	
3. Correct adult learners' papers and keep the room neat	1	2	3	4	
4. Use radio, T.V. and movies in class	1	2	3	4	
5. Use machines in teaching (examples: computers, video readers).	1	2	3	4	
6. Work with small groups of adult learners	1	2	3	4	
7. Help adult learners practice skills.	1	2	3	4	
8. Praise adult learners for what they do in class.	1	2	3	4	
9. Let adult learners choose what they want to learn	1	2	3	4	
10. Learn how different adult learners are from younger learners and other adults	1	2	3	4	
11. Help adult learners plan their education.	1	2	3	4	
12. Tell adult learners about job training they can get.	1	2	3	4	
13. Help adult learners with family problems.	1	2	3	4	
14. Tell adult learners how to get help if they need money	1	2	3	4	(14)

Listed below are some reasons that keep people from taking adult education classes. Please think of people you know who need more education and tell us why they don't come to classes. (Circle ONLY those that apply to people you know)

People I know don't come to adult education classes because they:

1. Don't know about adult education classes. (15)
2. Are afraid they can't do the class work.
3. Don't think it will do them any good.
4. Don't like where the classes are held.
5. Don't like when the classes are held.
6. Can't afford the costs (examples: books, transportation).
7. Don't have time.
8. Can't get a babysitter.
9. Are afraid of new experiences.
10. Dislike school.
11. Don't live in one place long enough.
12. Are afraid of being robbed or beaten up.
13. Are embarrassed to admit that they can't read or write.
14. Other, write in:______________________________ (28)

____

20xy

Listed below are some reasons why adults start coming to adult education classes. Look over the list and tell us why you think ABE students started coming to adult education classes. (Circle ONLY the main reasons)

Students in this ABE program started coming to adult education classes to:

1. Improve their job situation. (29)
2. Complete a high school diploma or pass the G. E. D. test.
3. Improve their basic skills (reading, writing, arithmetic).
4. Feel better about themselves.
5. Get ready to go to college, trade or vocational school.
6. Learn English.
7. Meet people.
8. Become better informed.
9. Be better able to take care of their family.
10. Other (write in) ______________________________ (38)

Listed below are some reasons why adults keep coming to adult education classes. Look over the list and tell us why you think ABE students keep coming to adult education classes. (Circle ONLY the main reasons)

Students in this ABE program keep coming to adult education classes because they:

1. Like the school work. (39)
2. Like the classrooms and learning materials.
3. Are learning something useful.
4. Think the teachers are good.
5. Get money for coming.
6. Like the way the school is run.
7. Like the other adult learners.
8. Don't have too many personal problems.
9. Think they are accomplishing something.
10. Get praise from their friends and family.
11. Other (write in) ______________________________ (49)

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Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want ABE teachers to show each behavior in class.

How often do you want ABE teachers to be:	Never	Sometimes	Often	Almost Always	
1. Cautious and careful	1	2	3	4	(1)
2. Tidy and thorough	1	2	3	4	
3. More interested in feelings than scientific rules	1	2	3	4	
4. Hardworking and successful at getting things done.	1	2	3	4	
5. High-strung and restless	1	2	3	4	
6. Outspoken and interested in getting their own way.	1	2	3	4	
7. Close to other people and unsure of themselves.	1	2	3	4	
8. Entertaining and enthusiastic	1	2	3	4	
9. Old-fashioned and practical	1	2	3	4	
10. Unselfish and thoughtful of others	1	2	3	4	
11. Demanding and short-tempered.	1	2	3	4	(11)

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want ABE teachers to show each behavior in class.

How often do you want ABE teachers to be:	Never	Sometimes	Often	Almost Always	
12. Patient and agreeable	1	2	3	4	(12)
13. Carefree and not involved in other people's lives	1	2	3	4	
14. Confident and stable	1	2	3	4	
15. Quiet and private about personal feelings	1	2	3	4	
16. Relaxed and calm	1	2	3	4	
17. Soft-spoken and gentle	1	2	3	4	
18. Curious and interested in solving problems	1	2	3	4	
19. Easygoing and not too busy	1	2	3	4	
20. Daring and bold	1	2	3	4	
21. Not concerned about small details and not into planning everything ahead	1	2	3	4	
22. Willing to try new ideas and ways of doing things	1	2	3	4	(22)

☐☐☐☐ ☐ ☐ ☐ P E ☐☐ ☐☐☐
(50) (69)

1. What is your current position in ABE?
(circle ONLY one)

1. ABE teacher, full-time (more than 21 hrs. per week) (1)
2. ABE teacher, part-time (less than 20 hrs. per week)
3. ABE administrator, full-time (more than 21 hrs. per week)
4. ABE administrator, part-time (less than 20 hrs. per week)
5. Primarily ABE teacher, part-time ABE administrator
6. Primarily ABE administrator, part-time ABE teacher
7. Other (write in) ______________________________

2. What approximate percentage (%) of your employment time during the academic year 1977-78 (including summer) will be spent in ABE?
(write in)

(6x)

___ ___ ___% (8,10)

3. How many years of experience in any role, do you have in ABE?
(Round off to the nearest year.)
(write in)

___ ___ Years (11,12

4. What type of classes have you taught in the academic year 1977-78?
(circle ALL that apply)

1. Adult Basic Education (ABE) (13)
2. English as a Second Language (ESL)
3. Adult Secondary Education (ASE)
4. GED preparation
5. None
6. Other (write in) ______________________________ (18)

521 1215

5. If you are part-time in ABE, what is your other major employment commitment? (circle ONLY one)

1. I am not part-time in ABE
2. Teaching elementary, (K-6)
3. Teaching secondary, (7-12)
4. Teaching college or university (19)
5. Guidance, counseling
6. Elementary school administrator
7. Secondary school administrator
8. No other major employment commitment
9. Homemaker
10. Work outside education (business, industry, government)
11. Other (write in) ____________________

6. What is the highest degree you finished in regular school or college? (circle ONLY one)

1. High school
2. Associate degree
3. Bachelors degree (20)
4. Masters (M.A., M.S., M. Ed.)
5. Doctorate (Ph.D., Ed. D.)
6. Other (write in) ____________________

1246

522

7. In what year did you receive each of your certificates? (Fill in the year for ALL that apply) (21,22)

19 __ __ Elementary Provisional

19 __ __ Elementary Permanent

19 __ __ Secondary Provisional

19 __ __ Secondary Permanent

19 __ __ Elementary/Secondary Provisional

19 __ __ Elementary/Secondary Permanent

19 __ __ Elementary 30 Hour Continuing

19 __ __ Secondary 30 Hour Continuing

19 __ __ Elementary/Secondary 30 Hour Continuing

19 __ __ Elementary 18 Hour Continuing

19 __ __ Secondary 18 Hour Continuing

19 __ __ Elementary/Secondary 18 Hour Continuing (43,44)

8. List any endorsements you have on your certificate (examples: special education, 9-12 Social Studies, 7-9 English, etc.) (write in)

____________________ ____________________

____________________ ____________________

9. How many, if any, of each of the following ABE training functions have you attended during the last 3 years? (Write in the number of times you have attended each function within the last 3 years)

1. __ __ Lecture, conference (one day or less) (45,46)
2. __ __ Workshop (2-5 days)
3. __ __ Institute (6 days or more)
4. __ __ Undergraduate classes in adult education
5. __ __ Graduate classes in adult education
6. __ __ Other (write in) ____________________ (55,56)

523 1247

10. Your most recent attendance at an ABE training function was: (circle ONLY one)

1. During the past six months (57)
2. 6 months to 1 year ago
3. More than 1 year ago
4. Have never attended an ABE training function

11. How many years have you lived in your neighborhood? (write in)

__ __ Years (58,59

12. What language is most often spoken by your family at home? (circle ONLY one) (60)

1. English
2. Spanish
3. Arabic
4. Chaldean
5. Greek
6. Vietnamese
7. Italian
8. American Indian
9. Chinese
10. German
11. Polish
12. Other (write in) __________

13. In what year were you born? (write in)

19 __ __ (61,62

14. What is your race? (circle ONLY one)

1. Black (63)
2. White
3. Latino, Hispanic
4. Asian, Pacific Islander
5. American Indian

15. What is your sex? (circle ONLY one) (64)

1. Female
2. Male

(65) ☐☐☐☐ ☐ ☐ ☐ D E ☐ A ☐☐☐ (84)

1248 524

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?

Adult Education Survey

Michigan Department of Education

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Ballan, Project Specialist
Margaret L. Dickinson, Project Specialist

Support for this project was provided by a grant of Federal funds under Section 309 of the Adult Education Act (P.L. 91-230 III), as amended, administered by the Michigan Department of Education. Points of view and opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Michigan Department of Education.

DEAR ADMINISTRATOR:

WE NEED YOUR HELP!

YOU HAVE BEEN RANDOMLY SELECTED TO COMPLETE A SURVEY CONCERNING YOUR ADULT BASIC EDUCATION PROGRAM. YOUR ANSWERS WILL HELP US FIND OUT HOW YOUR JOB AS A PROGRAM PLANNER CAN BE MADE EASIER AND WHAT KINDS OF THINGS WILL HELP YOU PLAN MORE EFFECTIVELY. THIS IS YOUR CHANCE TO EXPRESS ALL OF YOUR OPINIONS.

THE RESULTS OF THIS SURVEY WILL AFFECT THE DECISIONS OF LOCAL SCHOOL BOARDS AND STATE POLICY MAKERS ON ADULT BASIC EDUCATION PROGRAMS. SO YOU CAN SEE HOW IMPORTANT IT IS FOR YOU TO ANSWER IT HONESTLY AND COMPLETELY.

OF COURSE YOUR ANSWERS WILL REMAIN CONFIDENTIAL BECAUSE YOU WILL SEAL THE SURVEY YOURSELF AND RETURN IT WITH OTHER SURVEY MATERIALS DIRECTLY TO US.

PLEASE TAKE A FEW MINUTES TO COMPLETE IT NOW.

DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example: I like hot summer weather	[✓ 1]	2	3	4
Taxes are too high	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

4 Cake

1 Hamburger

3 Coffee

2 Carrots

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T. V. ?

[✓ 1.] Nothing else to do

2. Everyone else does

[✓ 3.] It's free

4. Something special is on

5. It makes me feel good

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOUR ADULT LEARNERS TO LEARN CERTAIN TASKS.

Listed below are some things that ABE students may or may not be interested in learning. Please look at the list and circle the number that best shows how you think they should feel.

My ABE students should be willing to work very long and hard to learn how to:

		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
401.	Read a newspaper to learn about what is going on in the world	1	2	3	4	(1)
402.	Fill in the spaces on a job application	1	2	3	4	
403.	Understand the meaning of things they see and hear on radio and T.V.	1	2	3	4	
404.	Figure out the best buys when shopping	1	2	3	4	
405.	Decide who to vote for in an election	1	2	3	4	
406.	Enjoy their work, when employed	1	2	3	4	
407.	Read magazines for pleasure	1	2	3	4	
408.	Order goods through the mail (examples: T.V. record offers, catalog orders	1	2	3	4	
409.	Listen to others talk about politics	1	2	3	4	
410.	Understand what their paycheck deductions mean	1	2	3	4	
411.	Deal with changes in the world around them	1	2	3	4	
412.	Choose a way to live their lives that will bring them happiness	1	2	3	4	(12)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOUR ADULT LEARNERS CAN ALREADY DO CERTAIN TASKS.

531 1255

Listed below are some skills that ABE students may or may not already have. Please look at the list and tell us if you think they should already have these skills by circling the number that best shows how you feel.

My ABE students should already know how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
301. Use a voting machine or a paper ballot	1	2	3	4	(13)
302. Do the paperwork for a job (examples: sales slips, work orders)	1	2	3	4	
303. Talk about feelings and ideas to friends.	1	2	3	4	
304. Use money wisely by figuring out a family budget . . .	1	2	3	4	
305. Protect their legal rights if arrested or sued	1	2	3	4	
306. Cooperate with others for success at work.	1	2	3	4	
307. Read books for fun	1	2	3	4	
308. Fill out forms at a health clinic or doctor's office . . .	1	2	3	4	
309. Give directions to someone using North, South, East, West	1	2	3	4	
310. Use measuring tools on the job, when employed	1	2	3	4	
311. Make decisions about using free time wisely	1	2	3	4	
312. Decide how they feel about birth control	1	2	3	4	(24)

1256 532

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(50) (69)

1. Listed below are six skills adult learners could learn in ABE classes. Please tell us how important you think each skill is to them by marking a 1 next to the skill they want to learn first, a 2 next to the skill they want to learn second, a 3 next to the skill they want to learn third, and a 4 next to the skill they want to learn fourth.

______ Writing	______ Decision Making	______ Speaking, Listening, Remembering	(1,3)
______ Forming Values and Setting Goals	______ Reading	______ Arithmetic	(4,6)

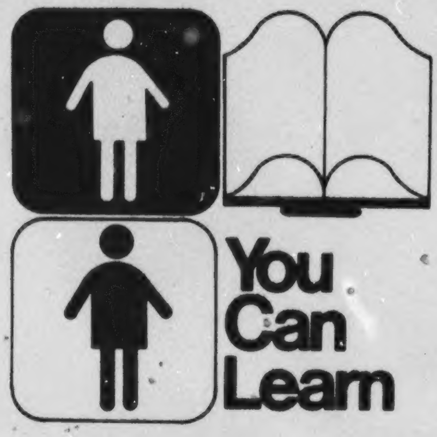
2. Listed below are six skills adult learners could use in everyday life. Please tell us how well you think your ABE students can already do each skill by marking a 1 next to the skill they can do best, a 2 next to the skill they can do second best, a 3 next to the skill they can do third best, and a 4 next to the skill they can do fourth best.

______ Writing	______ Decision Making	______ Speaking, Listening, Remembering	(7,9)
______ Forming Values and Setting Goals	______ Reading	______ Arithmetic	(10,12)

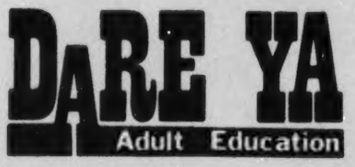
Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture and tell us which two you think adult learners would like best.

Mark an "X" in the box next to the two pictures they would like best:

☐


You
Can
Learn

☐ (13,14)


DARE YA
Adult Education

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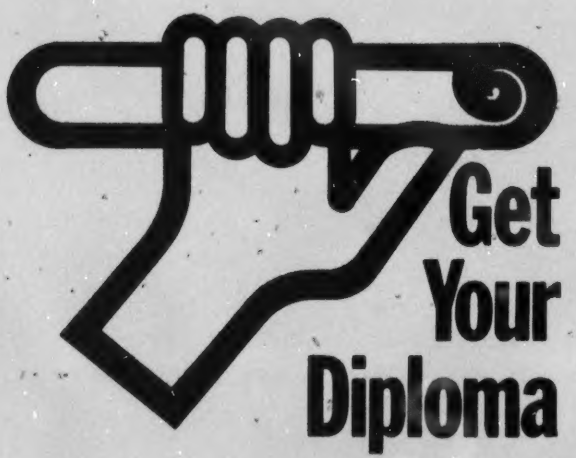
Get
Your
Diploma

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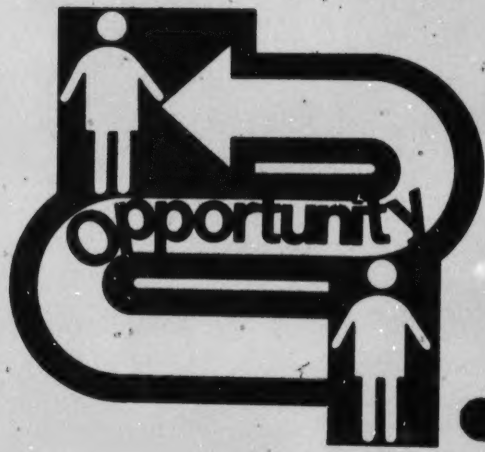
opportunity

534 1258

(17,18)

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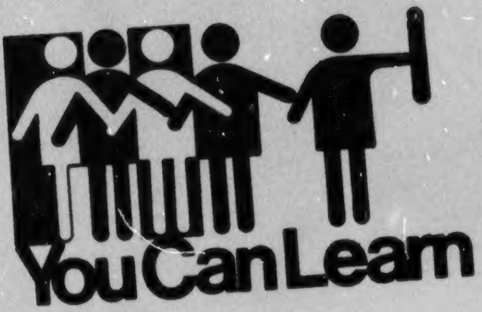
You Can Learn

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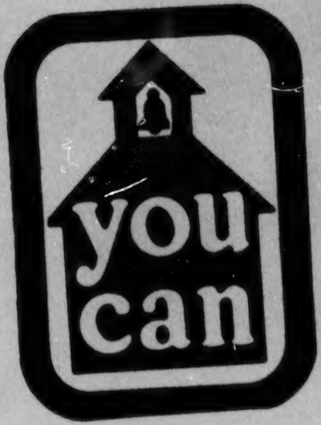

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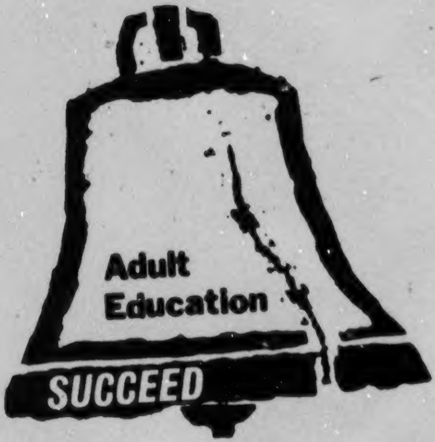
Adult
Education
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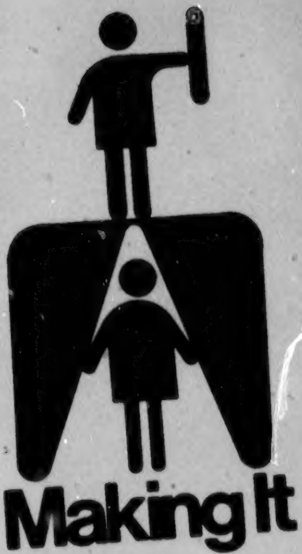

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(50) (69)

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IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOUR ABE TEACHERS TO LEARN CERTAIN TEACHING COMPETENCIES.

Listed below are some things your teachers may or may not need to learn for their work in ABE. Tell us how interested they should be in learning these skills by circling the number that best shows how you feel.

Teachers in this ABE program should be willing to work long and hard (even pay tuition if necessary) to learn how to:		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
401.	Refer learners to appropriate agencies that service social, educational and training needs	1	2	3	4	(1)
402.	Try new approaches in the classroom	1	2	3	4	
403.	Relate information about the job market to the vocational interests of the learners	1	2	3	4	
404.	Plan instructional activities that relate community resources to the needs of learners	1	2	3	4	
405.	Select a curriculum to help adult learners develop aesthetic and humanistic appreciations.	1	2	3	4	
406.	Plan independent study with learners	1	2	3	4	
407.	Relate instructional content to the life of learners	1	2	3	4	
408.	Select a curriculum that includes the essential elements of the communication process (speaking, listening, remembering, reading and writing)	1	2	3	4	
409.	Operate a learning laboratory	1	2	3	4	
410.	Design instructional strategies with each of the domains (cognitive, psychomotor, affective)	1	2	3	4	
411.	Apply principles of attitude and behavior change in the instructional process	1	2	3	4	
412.	Adapt instructional activities for the physically handicapped	1	2	3	4	(12)

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IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOUR ABE TEACHERS CAN ALREADY DO CERTAIN TEACHING COMPETENCIES.

Listed below are some things that teachers may or may not already know through their training and work in ABE. Tell us to what extent you think teachers in this ABE program already know these skills by circling the number that best shows how you feel.

Teachers in this ABE program already know how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
301. Plan classroom strategies based on the special needs of economically disadvantaged people in various ethnic groups	1	2	3	4	(13)
302. Differentiate between goals and objectives	1	2	3	4	
303. Devise practical activities for learners to reinforce classroom instruction	1	2	3	4	
304. Modify instruction to account for the social and psychological effects of aging	1	2	3	4	
305. Choose tests that yield necessary data on learners . .	1	2	3	4	
306. Assess learning anxieties specific to certain groups of learners	1	2	3	4	
307. Select a curriculum that will help adult learners in personal and family management.	1	2	3	4	
308. Work in a team teaching situation	1	2	3	4	
309. Encourage learner participation in the classroom. . .	1	2	3	4	
310. Adjust the administration and interpretation of tests according to the behavioral characteristics of adults. .	1	2	3	4	
311. Select a curriculum that will help adult learners become aware of their civic and social responsibilities.	1	2	3	4	
312. Design an individual instructional plan for each student based on the findings of diagnostic tests	1	2	3	4	(24)

(50) ☐☐☐☐ ☐ ☐ ☐ C 4 ☐☐ ☐☐☐ 539 (69) 1263 17tcd

Listed below are some opportunities administrators could have through their work. Tell us how important each opportunity is to you. Then tell us how often you get each opportunity in your work in this ABE program by circling the number in each column that applies.

	How important is it to:				How often can you:				
	Very Unimportant	Unimportant	Important	Very Important	Never	Sometimes	Often	Almost Always	
1. Learn about people's behavior	1	2	3	4	1	2	3	4	(1,2
2. Enlarge your knowledge.	1	2	3	4	1	2	3	4	(3,4
3. Identify your attitudes	1	2	3	4	1	2	3	4	
4. Get a feeling of accomplishment . . .	1	2	3	4	1	2	3	4	
5. Use your professional skills	1	2	3	4	1	2	3	4	
6. Do interesting tasks	1	2	3	4	1	2	3	4	
7. Assume important responsibilities . .	1	2	3	4	1	2	3	4	
8. Make friends with co-workers	1	2	3	4	1	2	3	4	
9. Improve your physical well being. . .	1	2	3	4	1	2	3	4	
10. Improve your emotional health . . .	1	2	3	4	1	2	3	4	(19 20

540

1254

Listed below are some possible beliefs that students might hold in relation to this ABE program. Tell us how important it is to their success in ABE that they hold these beliefs. Then tell us how often your students show these beliefs by circling the number in each column that applies.

	How important is it for students to:				How often do your students:				
	Very Unimportant	Unimportant	Important	Very Important	Never	Sometimes	Often	Almost Always	
1. Know what they want out of this adult education program	1	2	3	4	1	2	3	4	(21 22
2. Believe ABE will help them "make it in life"	1	2	3	4	1	2	3	4	
3. Use what they learn in adult education in their everyday life	1	2	3	4	1	2	3	4	
4. Think the work in this adult education program requires effort	1	2	3	4	1	2	3	4	
5. Get what they want out of this adult education program	1	2	3	4	1	2	3	4	
6. Believe it is important that they keep learning all of their lives.	1	2	3	4	1	2	3	4	
7. Expect to do well in this adult education program	1	2	3	4	1	2	3	4	
8. Think adult education teachers are happy in their work	1	2	3	4	1	2	3	4	
9. Believe adult education teachers like them	1	2	3	4	1	2	3	4	
10. Think adult education teachers expect them to do well in class	1	2	3	4	1	2	3	4	(39 40)

Listed below are some behaviors that could be associated with people in teaching positions. Tell us how important each behavior is to the success of ABE programs. Then tell us how often your ABE teachers show these behaviors by circling the number in each column that applies.

	How important is it that your teachers:				How often do your teachers:				
	Very Unimportant	Unimportant	Important	Very Important	Never	Sometimes	Often	Almost Always	
1. Express personal concerns and needs to supervisors	1	2	3	4	1	2	3	4	(41, 42)
2. Participate in professional staff development activities	1	2	3	4	1	2	3	4	
3. Support your professional decisions . .	1	2	3	4	1	2	3	4	
4. Work with others to set realistic goals for this program	1	2	3	4	1	2	3	4	
5. Work with others to implement needed changes	1	2	3	4	1	2	3	4	
6. Utilize the evaluation progress for growth	1	2	3	4	1	2	3	4	
7. Take a problem solving approach to conflict	1	2	3	4	1	2	3	4	
8. Use appropriate decision making skills. .	1	2	3	4	1	2	3	4	
9. Seem happy in their work	1	2	3	4	1	2	3	4	
10. Get motivated through praise and recognition.	1	2	3	4	1	2	3	4	(59

542

1256

Listed below are some possible ways your school district could support this ABE program. Tell us how important each support is to the success of ABE programs. Then tell us how often the school district provides these supports by circling the number in each column that applies.

	How important is it that your school district provide:				How often does your school district provide:				
	Very Unimportant	Unimportant	Important	Very Important	Never	Sometimes	Often	Almost Always	
1. ABE support equal to its support of other educational programs	1	2	3	4	1	2	3	4	(61,62
2. Administrators with an adequate wage for the work they do	1	2	3	4	1	2	3	4	
3. Administrators with job security . .	1	2	3	4	1	2	3	4	
4. Administrators with adequate fringe benefits	1	2	3	4	1	2	3	4	
5. Opportunities for promotion in ABE that make it an attractive career . .	1	2	3	4	1	2	3	4	
6. A comfortable teaching environment and adequate instructional materials .	1	2	3	4	1	2	3	4	
7. ABE professionals with inservice education that is relevant to their needs .	1	2	3	4	1	2	3	4	
8. Appropriate incentives for ABE professionals to attend inservice education	1	2	3	4	1	2	3	4	
9. Full utilization of the services of aides and paraprofessionals.	1	2	3	4	1	2	3	4	
10. Full utilization of the services of guidance and counseling personnel	1	2	3	4	1	2	3	4	(79,80

(81) (50) ☐☐☐☐☐☐☐ S T ☐☐☐☐☐ (69) (100)

1257 513

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want ABE teachers to show each behavior in class.

How often do you want ABE teachers to be:	Never	Sometimes	Often	Almost Always	
1. Cautious and careful	1	2	3	4	(1)
2. Tidy and thorough	1	2	3	4	
3. More interested in feelings than scientific rules	1	2	3	4	
4. Hardworking and successful at getting things done.	1	2	3	4	
5. High-strung and restless	1	2	3	4	
6. Outspoken and interested in getting their own way.	1	2	3	4	
7. Close to other people and unsure of themselves.	1	2	3	4	
8. Entertaining and enthusiastic	1	2	3	4	
9. Old-fashioned and practical	1	2	3	4	
10. Unselfish and thoughtful of others	1	2	3	4	
11. Demanding and short-tempered.	1	2	3	4	(11)

544

1258

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want ABE teachers to show each behavior in class.

How often do you want ABE teachers to be:	Never	Sometimes	Often	Almost Always	
12. Patient and agreeable	1	2	3	4	(12)
13. Carefree and not involved in other people's lives . . .	1	2	3	4	
14. Confident and stable	1	2	3	4	
15. Quiet and private about personal feelings.	1	2	3	4	
16. Relaxed and calm	1	2	3	4	
17. Soft-spoken and gentle	1	2	3	4	
18. Curious and interested in solving problems	1	2	3	4	
19. Easygoing and not too busy	1	2	3	4	
20. Daring and bold.	1	2	3	4	
21. Not concerned about small details and not into planning everything ahead	1	2	3	4	
22. Willing to try new ideas and ways of doing things . . .	1	2	3	4	(22)

☐☐☐☐ ☐ ☐ ☐ P E ☐☐ ☐☐☐

(50) (69)

1. What is your current position in ABE?
(circle ONLY one)

1. ABE teacher, full-time (more than 21 hrs. per week) (1)
2. ABE teacher, part-time (less than 20 hrs. per week)
3. ABE administrator, full-time (more than 21 hrs. per week)
4. ABE administrator, part-time (less than 20 hrs. per week)
5. Primarily ABE teacher, part-time ABE administrator
6. Primarily ABE administrator, part-time ABE teacher
7. Other (write in) ______________________________

2. What approximate percentage (%) of your employment time during the academic year 1977-78 (including summer) will be spent in ABE?
(write in)

(6x)

___ ___ ___% (8,10)

3. How many years of experience in any role, do you have in ABE?
(Round off to the nearest year.)
(write in)

___ ___ Years (11,12)

4. What type of classes have you taught in the academic year 1977-78?
(circle ALL that apply)

1. Adult Basic Education (ABE) (13)
2. English as a Second Language (ESL)
3. Adult Secondary Education (ASE)
4. GED preparation
5. None
6. Other (write in) ______________________________ (18)

546

1270

5. If you are part-time in ABE, what is your other major employment commitment? (circle ONLY one)

1. I am not part-time in ABE
2. Teaching elementary, (K-6)
3. Teaching secondary, (7-12)
4. Teaching college or university (19)
5. Guidance, counseling
6. Elementary school administrator
7. Secondary school administrator
8. No other major employment commitment
9. Homemaker
10. Work outside education (business, industry, government)
11. Other (write in) ______________________________

6. What is the highest degree you finished in regular school or college? (circle ONLY one)

1. High school
2. Associate degree
3. Bachelors degree (20)
4. Masters (M. A., M. S., M. Ed.)
5. Doctorate (Ph. D., Ed. D.)
6. Other (write in) ______________________________

547 1271

7. **In what year did you receive each of your certificates?** **(Fill in the year for ALL that apply)** (21,22)

19 ___ ___ Elementary Provisional

19 ___ ___ Elementary Permanent

19 ___ ___ Secondary Provisional

19 ___ ___ Secondary Permanent

19 ___ ___ Elementary/Secondary Provisional

19 ___ ___ Elementary/Secondary Permanent

19 ___ ___ Elementary 30 Hour Continuing

19 ___ ___ Secondary 30 Hour Continuing

19 ___ ___ Elementary/Secondary 30 Hour Continuing

19 ___ ___ Elementary 18 Hour Continuing

19 ___ ___ Secondary 18 Hour Continuing

19 ___ ___ Elementary/Secondary 18 Hour Continuing (43,44)

8. List any endorsements you have on your certificate (examples: special education, 9-12 Social Studies, 7-9 English, etc.) (write in)

______________________________ ______________________________

______________________________ ______________________________

9. How many, if any, of each of the following ABE training functions have you attended during the last 3 years? (Write in the number of times you have attended each function within the last 3 years)

1. _ _ Lecture, conference (one day or less) (45,46)
2. _ _ Workshop (2-5 days)
3. _ _ Institute (6 days or more)
4. _ _ Undergraduate classes in adult education
5. _ _ Graduate classes in adult education
6. _ _ Other (write in) ______________________________ (55,5

518

1272

10. Your most recent attendance at an ABE training function was: (circle ONLY one)

1. During the past six months (57)
2. 6 months to 1 year ago
3. More than 1 year ago
4. Have never attended an ABE training function

11. How many years have you lived in your neighborhood? (write in)

__ __ Years (58,59

12. What language is most often spoken by your family at home? (circle ONLY one)

1. English
2. Spanish
3. Arabic
4. Chaldean
5. Greek
6. Vietnamese
7. Italian
8. American Indian
9. Chinese
10. German
11. Polish
12. Other (write in) ____________

(60)

13. In what year were you born? (write in)

19__ __ (61,62

14. What is your race? (circle ONLY one)

1. Black (63)
2. White
3. Latino, Hispanic
4. Asian, Pacific Islander
5. American Indian

15. What is your sex? (circle ONLY one) (64)

1. Female
2. Male

(65) ☐☐☐☐ ☐ ☐ ☐ D E ☐ A ☐☐☐ (84)

1273 549

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?

____

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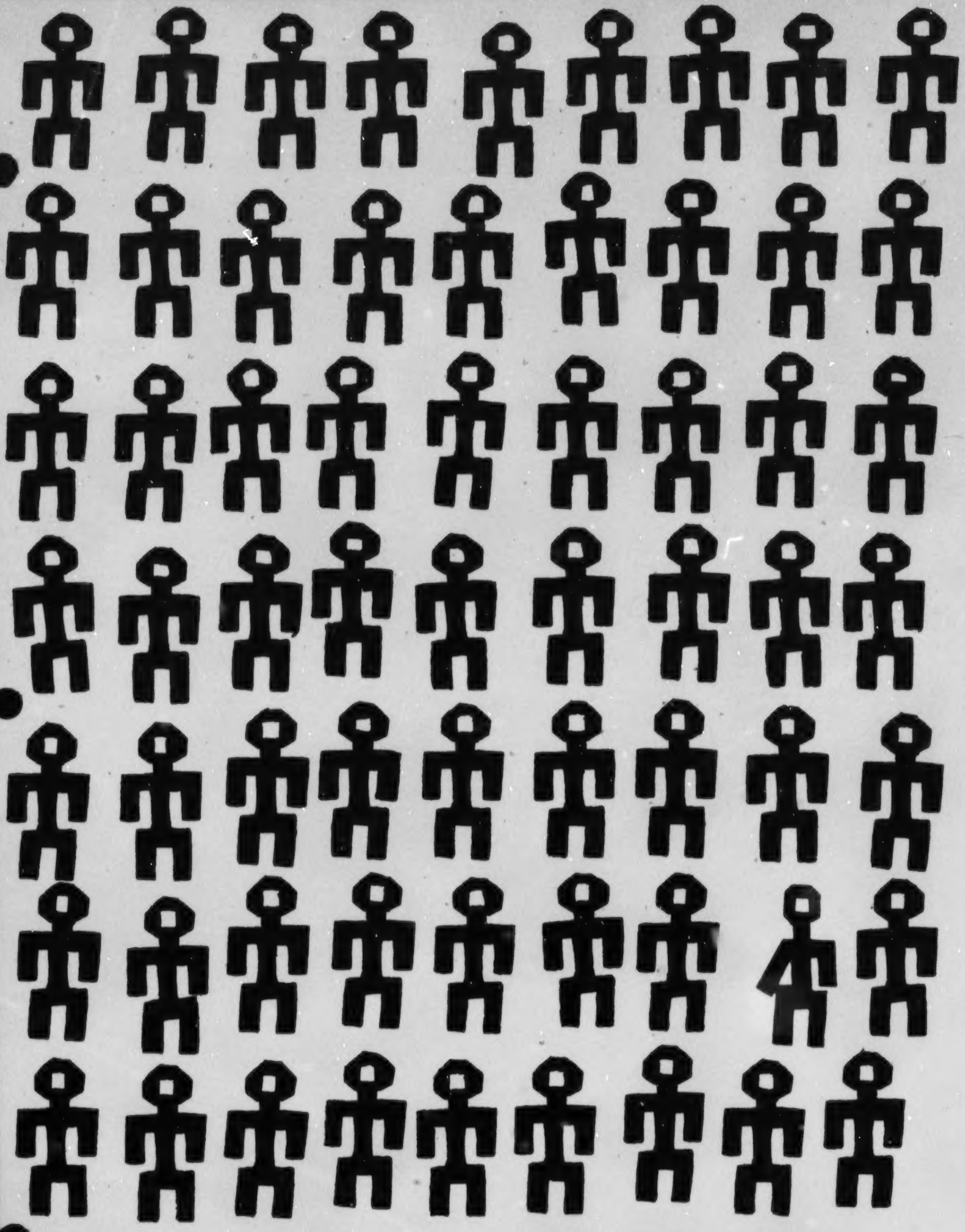

WE CARE WHAT YOU THINK

S-1—Teacher Instructions

551 1275

DEAR ABE TEACHER:

WE NEED YOUR HELP IN GATHERING ACCURATE INFORMATION ABOUT THE WANTS AND NEEDS OF ADULT LEARNERS. WE HOPE YOU WILL BE WILLING TO READ THIS ENTIRE SURVEY OUT LOUD IN ENGLISH TO THE CLASS. PLEASE ADMINISTER THE SURVEY USING THE FOLLOWING STANDARDIZED DIRECTIONS.

1. Plan about one hour for the survey.
2. Don't start until the class is really settled in.
3. Close the door and put up a "Do Not Disturb" sign.
4. Separate adult learners as much as possible.
5. Help adult learners relax by assuring them that this survey is not a test and that you will be reading it out loud as they go through it.
6. If you are surveying ESL adult learners, refer to the translated version for occasional help with Spanish, Vietnamese, Arabic or Italian.
7. Minimize the disturbance of late coming adult learners by letting them miss the previous part and starting where the class is.
8. Have the students begin the survey together and stay together, line by line. Make it clear when you change pages.
9. Remind the adult learners that we really want to know their own individual opinions; not what they think others want to hear. In Part One, for instance, they may or may not be willing to work very hard and long to learn certain tasks.
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11. Circulate around the classroom to check that everyone is doing alright, especially when the response pattern changes.
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13. Encourage adult learners to complete the demographic questions at the end of the survey. This information is critical in identifying significant findings among or between groups.
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15. Collect surveys and return to your ABE administrator.

THANK YOU FOR HELPING WITH, AND PARTICIPATING IN, A STUDY IMPORTANT TO ALL OF US WHO WANT TO SERVE AN EDUCATIONAL BENEFIT TO THE PUBLIC.

Adult Education Survey

Michigan Department of Education

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Balian, Project Specialist
Margaret L. Dickinson, Project Specialist

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553 1277

DEAR ADULT LEARNER:

THIS IS NOT A TEST, THERE ARE NO RIGHT OR WRONG ANSWERS. THIS IS A SURVEY OF YOUR FEELINGS AND IDEAS THAT CAN HELP IMPROVE THIS ADULT EDUCATION PROGRAM. IT IS VERY IMPORTANT THAT YOU TELL US HONEST ANSWERS SO THAT WE CAN GIVE YOU WHAT YOU REALLY WANT.

YOU WILL NOT BE ASKED TO GIVE YOUR NAME AND NO ONE IN THIS SCHOOL WILL KNOW WHAT YOUR ANSWERS ARE BECAUSE YOU WILL SEAL THE SURVEY CLOSED. WE THINK YOU WILL FIND THIS SURVEY EASY AND FUN TO TAKE. THANK YOU VERY MUCH FOR YOUR HELP AND COOPERATION.

554

1278

DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example: I like hot summer weather	[✓ 1]	2	3	4
Taxes are too high.	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

4 Cake 1 Hamburger

3 Coffee 2 Carrots

When the question asks you if something is true or false, just circle the word.

Example: I had the flu this winter. [✓ True] False

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T. V. ?

[✓ 1.] Nothing else to do

2. Everyone else does

[✓ 3.] It's free

4. Something special is on

5. It makes me feel good

555

1279

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOU TO LEARN CERTAIN TASKS.

Listed below are some things that you may or may not be interested in learning. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard to learn how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
101. Find out what is in food I eat by reading food packages	1	2	3	4 (1)
102. Fill out forms for financial assistance (examples: unemployment benefits, ADC)	1	2	3	4
103. Explain a job to a new worker, when employed . . .	1	2	3	4
104. Figure out the cost of a hobby or vacation	1	2	3	4
105. Help the family through hard times (examples: serious illness, death of a loved one)	1	2	3	4
106. Get along with people different from me	1	2	3	4
107. Read books that teach new work skills (example: books from a job training class)	1	2	3	4
108. Put my thoughts in writing	1	2	3	4
109. Talk to family members without arguing.	1	2	3	4
110. Use metric measurements like: meters, liters and kilometers	1	2	3	4
111. Protect myself against unfairness at work	1	2	3	4
112. Decide what to believe in (examples: religions, superstitions).	1	2	3	4 (12)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOU CAN ALREADY DO CERTAIN TASKS.

558 1292

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I already know how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
201. Read newspapers and magazine advertisements carefully enough to spot lies	1	2	3	4	(13)
202. Fill out voter registration forms	1	2	3	4	
203. Say the right thing at a job interview	1	2	3	4	
204. Keep score in games (example: bowling, cards). . . .	1	2	3	4	
205. Avoid liquor and drug problems.	1	2	3	4	
206. Participate in our system of government	1	2	3	4	
207. Read help wanted ads	1	2	3	4	
208. Write a letter to a friend	1	2	3	4	
209. Tell repairmen what to do (examples: plumbers, car mechanics)	1	2	3	4	
210. Figure out sales taxes.	1	2	3	4	
211. Decide what job training I need.	1	2	3	4	
212. Choose what sexual behavior is right for me.	1	2	3	4	(24)

559 1283

☐☐☐☐ ☐ ☐ ☐ A 1 ☐☐ ☐☐☐

(50) (69)

1. Listed below are six skills you could learn in adult education classes. Please tell us how important each skill is to you by putting a 1 next to the skill you want to learn first, a 2 next to the skill you want to learn second, a 3 next to the skill you want to learn third, and a 4 next to the skill you want to learn fourth.

_______ Writing _______ Decision Making _______ Speaking, Listening, Remembering (1,3)

_______ Forming Values and Setting Goals _______ Reading _______ Arithmetic (4,6)

2. Listed below are six skills adults might use in their everyday life. Please tell us how well you can already do each skill by marking a 1 next to the skill you can do best, a 2 next to the skill you can do second best, a 3 next to the skill you can do third best, and a 4 next to the skill you can do fourth best.

_______ Writing _______ Decision Making _______ Speaking, Listening, Remembering (7,9)

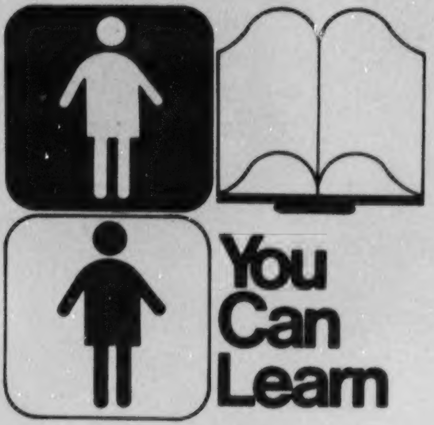
_______ Forming Values and Setting Goals _______ Reading _______ Arithmetic (10,12)

560 1294

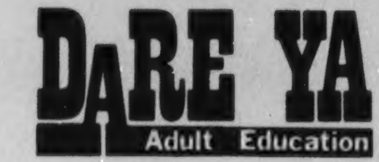
Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture carefully and tell us which two you like best.

Mark an "X" in the box next to the two pictures you like best:

☐


You
Can
Learn

☐ (13,14)


DARE YA
Adult Education

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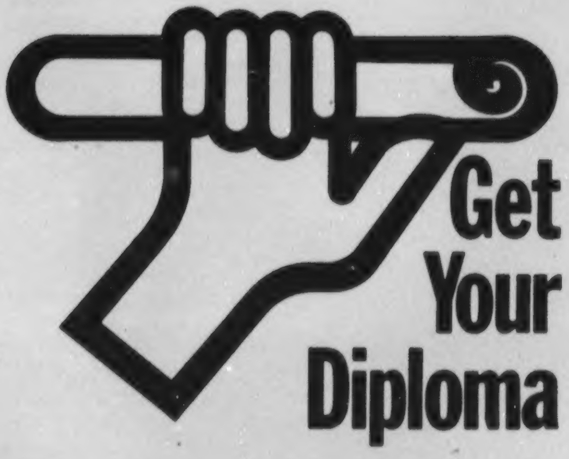
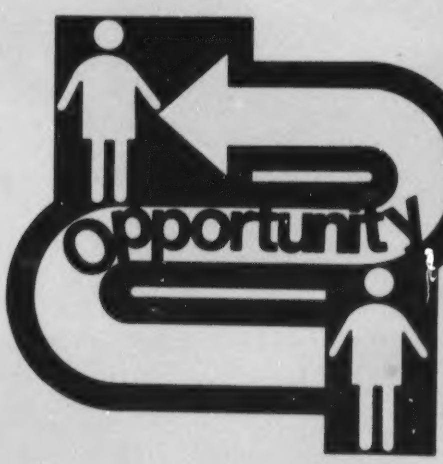

Get
Your
Diploma

☐ (15,16)


opportunity

(17,18)

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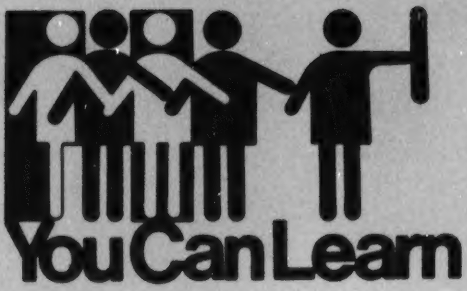
YouCanLearn

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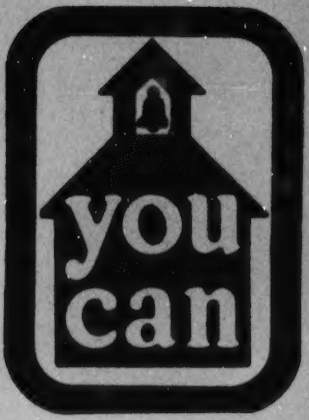

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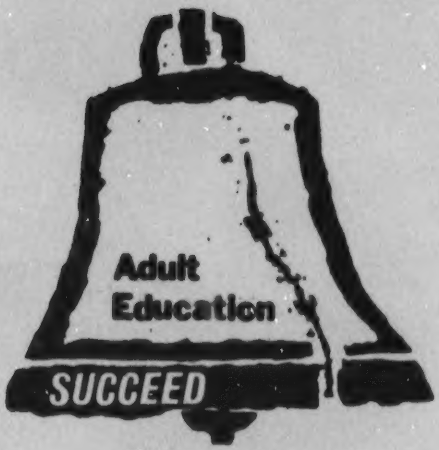
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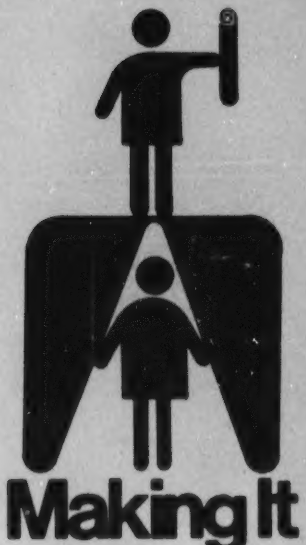


562

1256

☐☐☐☐ ☐ ☐ ☐ R L ☐☐ ☐☐☐

(50) (69)

There are no right or wrong answers. Please tell us how you feel about each idea by circling True or False next to each sentence.

1. I often wish I were someone else . . . . True False (1)
2. I find it very hard to talk in front of a group . . . . True False
3. There are lots of things about myself I'd change if I could True False
4. I can make up my mind without too much trouble . . . True False
5. I'm a lot of fun to be with . . . . True False
6. I get upset easily at home . . . . True False
7. It takes me a long time to get used to anything new . . True False
8. I'm popular with people my own age . . . . True False
9. Too much is expected of me at home . . . . True False
10. My parents usually consider my feelings. . . . . . True False
11. I give in very easily . . . . True False
12. It's pretty tough to be me . . . . True False
13. Things are all mixed up in my life. . . . . True False (13)

563 1297

There are no right or wrong answers. Please tell us how you feel about each idea by circling True or False next to each sentence.

14. Other people usually follow my ideas . . . . True False (14
15. I have a low opinion of myself . . . . True False
16. There are many times I'd like to leave home . . . . True False
17. I often feel upset about the work that I do . . . . . True False
18. I'm not as nice looking as most people . . . . . . True False
19. If I have something to say, I usually say it. . . . . True False
20. At home, my family understands me . . . . True False
21. Most people are better liked than I am . . . . . . True False
22. I usually felt as if my parents were pushing me . . . True False
23. I often get discouraged at what I am doing . . . . . True False
24. Things usually don't bother me . . . . True False
25. I can't be depended on . . . . True False
26. I always tell the truth . . . . True False
27. I like everyone I know . . . . True False (27)

564 1298

☐☐☐☐ ☐ ☐ ☐ S E ☐☐ ☐☐☐
(50) (69)

Listed below are some classroom activities that teachers could or could not include in adult education programs. Remembering that all things cannot fit during classtime, please tell us how much of each activity should go on in class. Circle the number that best shows how you feel about each idea.

How often should your teacher use classtime to:	Never	Sometimes	Often	Almost Always
1. Answer your questions	1	2	3	4 (1)
2. Ask you questions	1	2	3	4
3. Correct your papers and keep the room neat	1	2	3	4
4. Use radio, T.V. and movies in class	1	2	3	4
5. Use machines in teaching (examples: computers, video readers)	1	2	3	4
6. Work with small groups of adult learners	1	2	3	4
7. Help you practice skills	1	2	3	4
8. Praise you for what you do in class	1	2	3	4
9. Let you choose what you want to learn	1	2	3	4
10. Learn how different you are from younger learners and other adults	1	2	3	4
11. Help you plan your education	1	2	3	4
12. Tell you about job training you can get	1	2	3	4
13. Help you with family problems.	1	2	3	4
14. Tell you how to get help if you need money	1	2	3	4 (14

Listed below are some ideas that people sometimes think about. Please look at each idea carefully and tell us how often you think about each one. Circle the number that best shows how you feel about each idea.

How often do you think that:

	Never	Sometimes	Often	Almost Always	
1. You know what you want out of this adult education program	1	2	3	4	(15)
2. Adult education will help you "make it in life"	1	2	3	4	
3. You will use what you learn in adult education in your everyday life	1	2	3	4	
4. This adult education class is hard work	1	2	3	4	
5. You are getting what you want out of this adult education program	1	2	3	4	
6. It is important that you keep learning all of your life. . .	1	2	3	4	
7. You will do well in this adult education program	1	2	3	4	
8. Adult education teachers are happy in their work	1	2	3	4	
9. Adult education teachers like adult learners	1	2	3	4	
10. Adult education teachers expect you to do well in class . .	1	2	3	4	(24)

556 1290

☐☐☐☐ ☐ ☐ ☐ M Y ☐☐ ☐☐☐

(50) (69)

1. How did you learn about adult education classes?
   (circle ALL that apply)
   1. A relative (1)
   2. A friend or neighbor
   3. Someone from adult education calling you or coming to see you
   4. People who help (examples: social workers, priest/minister)
   5. My own idea
   6. Radio
   7. T.V.
   8. Newspapers
   9. Mailed notices
   10. Signs and billboards
   11. Michigan Employment Security Commission (MESC)
   12. Department of Social Services (DSS)
   13. Regular Day School
   14. Other, write in:________________________________ (14)
2. Will you stop getting money if you stop coming to adult education classes?
   (circle ONLY one)

   1. Yes 2. No
3. In the past have you ever started an adult education class and then dropped out?
   (circle ONLY one)

   1. Yes 2. No (16)

1291

557

4. As of today, what is your working status?
(circle ALL that apply)

1. Working for pay full-time (17)

2. Working for pay part-time

3. Not working for pay

    a. Retired

    b. Homemaker

    c. Laid off

    d. Disabled

    e. Haven't had a job in a long time

    f. Never had a job

    g. Other (write in) ______________________ (26)

5. What is the source of your income?
(circle ALL that apply)

1. Your own work (27)

2. Your spouse's (husband/wife's) work

3. ADC (Aid to Dependent Children)

4. Welfare (including General Assistance)

5. Unemployment Compensation

6. Social Security Administration

7. Veteran's Administration

8. Other (write in) ______________________ (34)

6. How many years have you lived in your neighborhood? (write in)

__ __ Years (35,36)

7. How many months have you been in this adult education program? (write in)

__ __ Months (37,38)

8. How old were you when you quit regular school? (write in)

__ __ Years Old (39,40)

9. What was the highest grade you finished in regular school? (write in)

__ __ Grade (41,42)

10. What language is most often spoken by your family at home? (circle ONLY one) (43)

   1. English
   2. Spanish
   3. Arabic
   4. Chaldean
   5. Greek
   6. Vietnamese
   7. Italian
   8. American Indian
   9. Chinese
   10. German
   11. Polish
   12. Other (write in) ________________

11. In what year were you born? (write in)

19__ __ (44,45)

12. What is your race? (circle ONLY one) (46)

   1. Black
   2. White
   3. Latino, Hispanic
   4. Asian, Pacific Islander
   5. American Indian

13. What is your sex? (circle ONLY one) (47)

   1. Female
   2. Male

569

☐☐☐☐ ☐ ☐ ☐ D E ☐ S ☐☐☐

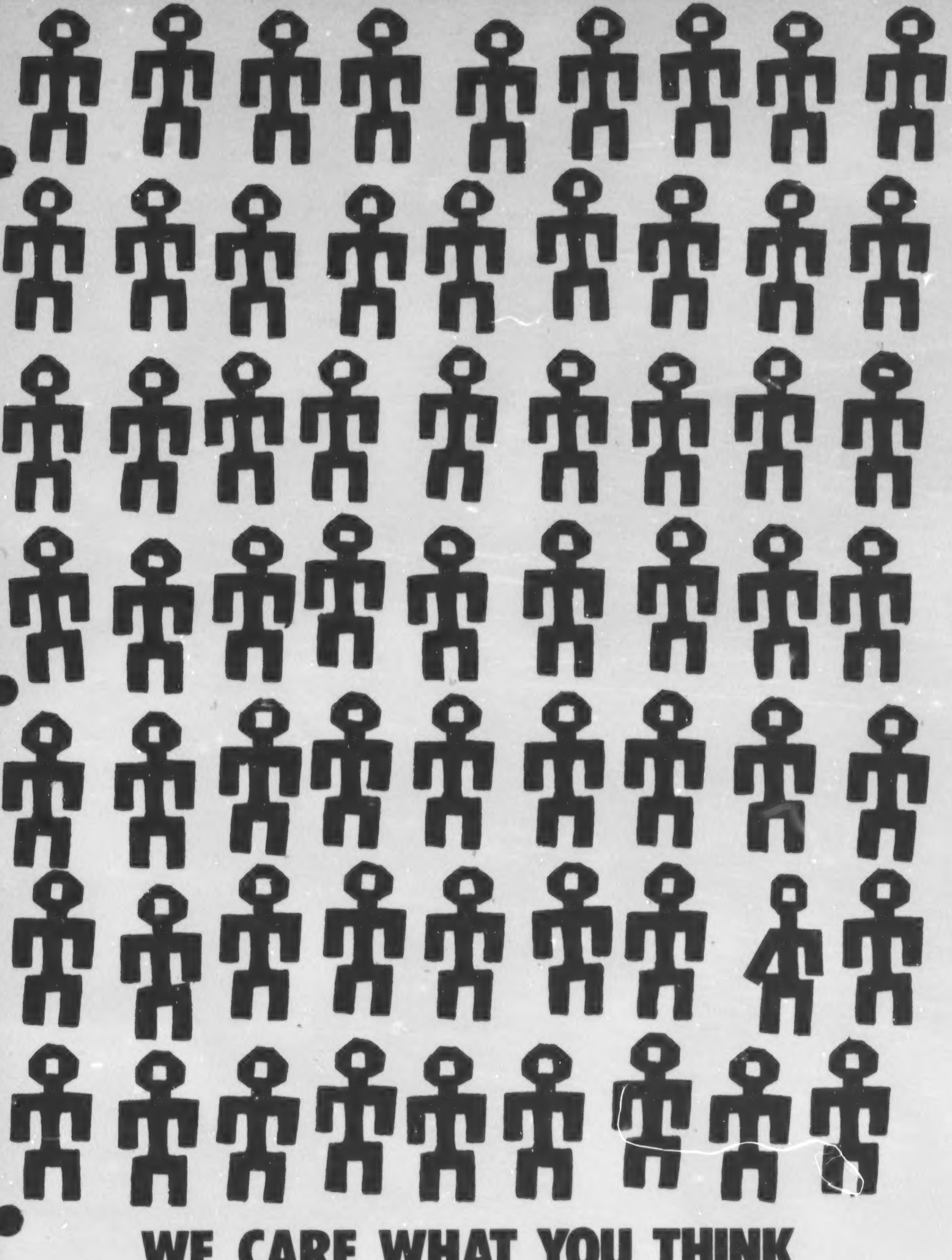
(50) (69)

1293

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?

570 1294



WE CARE WHAT YOU THINK

571 1295

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8. Have the students begin the survey together and stay together, line by line. Make it clear when you change pages.
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573 1297

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YOU WILL NOT BE ASKED TO GIVE YOUR NAME AND NO ONE IN THIS SCHOOL WILL KNOW WHAT YOUR ANSWERS ARE BECAUSE YOU WILL SEAL THE SURVEY CLOSED. WE THINK YOU WILL FIND THIS SURVEY EASY AND FUN TO TAKE. THANK YOU VERY MUCH FOR YOUR HELP AND COOPERATION.

574

DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example:	I like hot summer weather	[✓ 1]	2	3	4
	Taxes are too high.	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

4 Cake

1 Hamburger

3 Coffee

2 Carrots

When the question asks you if something is true or false, just circle the word.

Example: I had the flu this winter. [✓ True] False

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T. V. ?

[✓ 1.] Nothing else to do

2. Everyone else does

[✓ 3.] It's free

4. Something special is on

5. It makes me feel good

575

129

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOU TO LEARN CERTAIN TASKS.

1300

Listed below are some things that you may or may not be interested in learning. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard to learn how to:

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
301. Use a voting machine or a paper ballot	1	2	3	4	(1)
302. Do the paperwork for a job (examples: sales slips, work orders).	1	2	3	4	
303. Talk about feelings and ideas to friends.	1	2	3	4	
304. Use money wisely by figuring out a family budget.	1	2	3	4	
305. Protect my legal rights if arrested or sued.	1	2	3	4	
306. Cooperate with others for success at work	1	2	3	4	
307. Read books for fun	1	2	3	4	
308. Fill out forms at a health clinic or doctor's office.	1	2	3	4	
309. Give directions to someone using North, South, East, West	1	2	3	4	
310. Use measuring tools on the job, when employed	1	2	3	4	
311. Make decisions about using free time wisely	1	2	3	4	
312. Decide how I feel about birth control	1	2	3	4	(12)

1301

577

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOU CAN ALREADY DO CERTAIN TASKS.

578 1302

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I already know how to:

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
401. Read a newspaper to learn about what is going on in the world	1	2	3	4	(13)
402. Fill in the spaces on a job application	1	2	3	4	
403. Understand the meaning of things I see and hear on radio and T. V.	1	2	3	4	
404. Figure out the best buys when shopping	1	2	3	4	
405. Decide who to vote for in an election	1	2	3	4	
406. Enjoy my work, when employed	1	2	3	4	
407. Read magazines for pleasure.	1	2	3	4	
408. Order goods through the mail (examples: T.V. record offers, catalog orders)	1	2	3	4	
409. Listen to others talk about politics	1	2	3	4	
410. Understand what my paycheck deductions mean . . .	1	2	3	4	
411. Deal with changes in the world around me	1	2	3	4	
412. Choose a way to live my life that will bring me happiness	1	2	3	4	(24)

1303

☐☐☐☐☐☐☐ A 2 ☐☐☐☐☐

(50) (69)

579

1. Listed below are six skills you could learn in adult education classes. Please tell us how important each skill is to you by putting a 1 next to the skill you want to learn first, a 2 next to the skill you want to learn second, a 3 next to the skill you want to learn third, and a 4 next to the skill you want to learn fourth.

______ Writing

______ Decision Making

______ Speaking, Listening, Remembering (1,3)

______ Forming Values and Setting Goals

______ Reading

______ Arithmetic (4,6)

2. Listed below are six skills adults might use in their everyday life. Please tell us how well you can already do each skill by marking a 1 next to the skill you can do best, a 2 next to the skill you can do second best, a 3 next to the skill you can do third best, and a 4 next to the skill you can do fourth best.

______ Writing

______ Decision Making

______ Speaking, Listening, Remembering (7,9)

______ Forming Values and Setting Goals

______ Reading

______ Arithmetic (10,12)

Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture carefully and tell us which two you like best.

Mark an "X" in the box next to the two pictures you like best:

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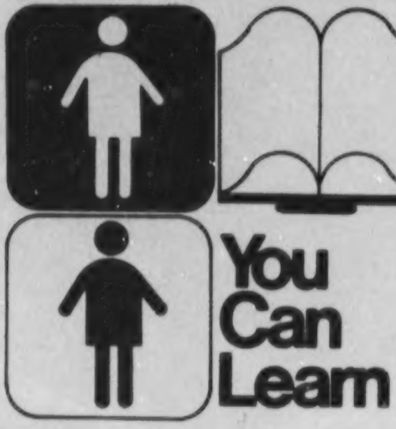
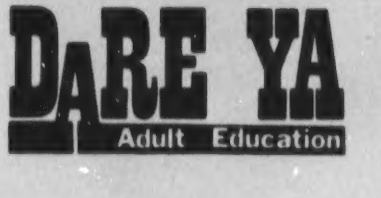

You
Can
Learn

☐ (13,14)


DARE YA
Adult Education

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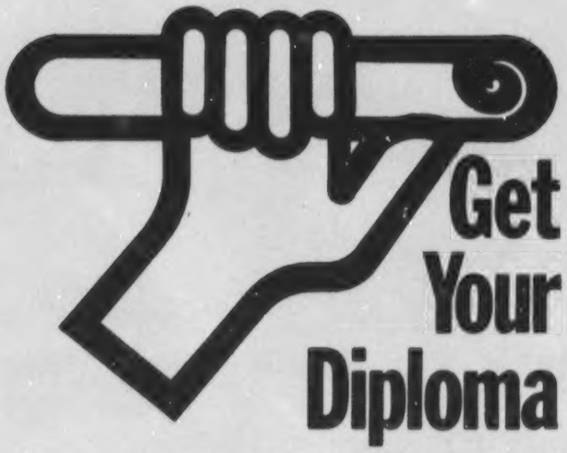
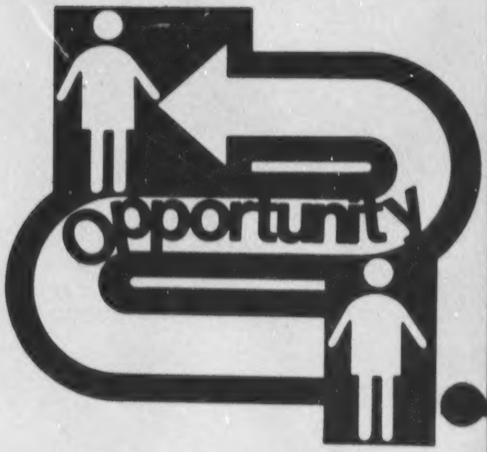

Get
Your
Diploma

☐ (15,16)


Opportunity

591 1304

(17,18)

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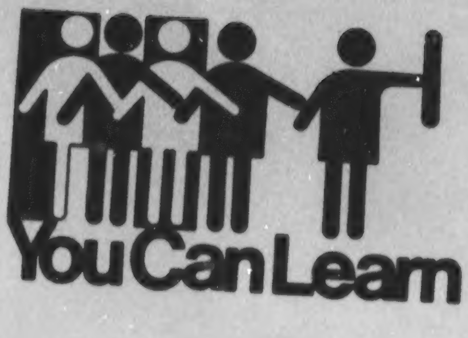
You Can Learn

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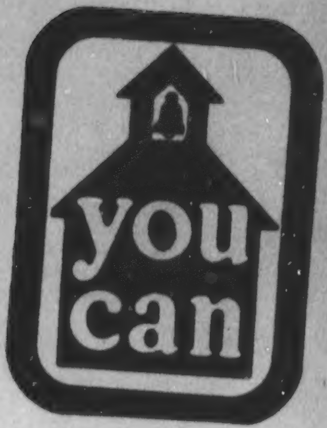

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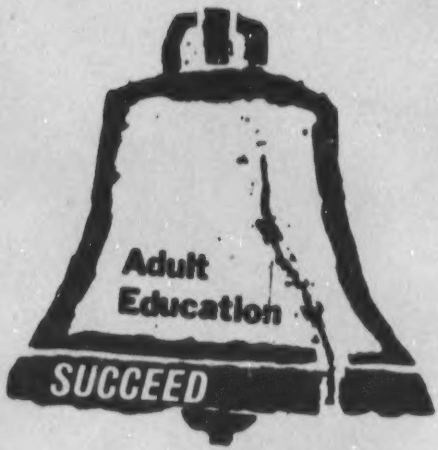
Adult
Education
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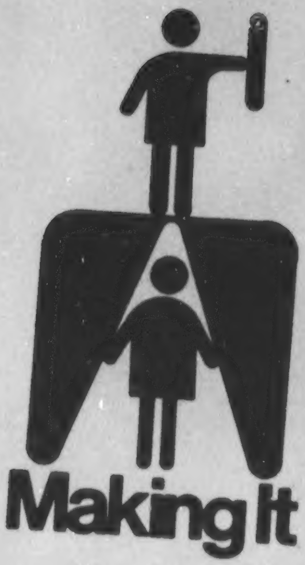


1305
582

☐☐☐☐ ☐ ☐ ☐ R L ☐☐ ☐☐☐

(50) (69)

Listed below are some reasons that keep people from taking adult education classes. Please think of people you know who need more education and tell us why they don't come to classes. (Circle ONLY those that apply to people you know.)

People I know don't come to adult education classes because they:

1. Don't know about adult education classes. (1)
2. Are afraid they can't do the class work.
3. Don't think it will do them any good.
4. Don't like where the classes are held.
5. Don't like when the classes are held.
6. Can't afford the costs (examples: books, transportation).
7. Don't have time.
8. Can't get a babysitter.
9. Are afraid of new experiences.
10. Dislike school.
11. Don't live in one place long enough.
12. Are afraid of being robbed or beaten up.
13. Are embarrassed to admit that they can't read or write.
14. Other, write in: ______________________________ (14)

____

Listed below are some reasons why adults start coming to adult education classes. Look over the list and tell us why you started coming to adult education classes. (Circle ONLY those that apply to you)

I started coming to adult education classes to:

1. Improve my job situation. (15)
2. Complete a high school diploma or pass the G. E. D. test.
3. Improve my basic skills (reading, writing, arithmetic).
4. Feel better about myself.
5. Get ready to go to college, trade or vocational school.
6. Learn English.
7. Meet people.
8. Become better informed.
9. Be better able to take care of my family.
10. Other (write in) ______________________ (24)

Listed below are some reasons why adults keep coming to adult education classes. Look over the list and tell us why you keep coming to adult education classes. (Circle ONLY those that apply to you)

I keep coming to adult education classes because:

1. I like the school work. (25)
2. I like the classrooms and learning materials.
3. I'm learning something useful.
4. I think the teachers are good.
5. I get money for coming.
6. I like the way the school is run.
7. I like the other adult learners.
8. I don't have too many personal problems.
9. I think I am accomplishing something.
10. I get praised by my friends and family for coming.
11. Other (write in) 584 1307 (35)

(69) ☐ ☐ ☐ ☐ ☐ ☒ M ☐ ☐ ☐ ☐ ☐ ☐ ☐ (50) 15

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want adult education teachers to show each behavior in class.

How often do you want adult education teachers to be:	Never	Sometimes	Often	Almost Always	
1. Cautious and careful	1	2	3	4	(1)
2. Tidy and thorough	1	2	3	4	
3. More interested in feelings than scientific rules	1	2	3	4	
4. Hardworking and successful at getting things done.	1	2	3	4	
5. High-strung and restless	1	2	3	4	
6. Outspoken and interested in getting their own way.	1	2	3	4	
7. Close to other people and unsure of themselves.	1	2	3	4	
8. Entertaining and enthusiastic	1	2	3	4	
9. Old-fashioned and practical	1	2	3	4	
10. Unselfish and thoughtful of others	1	2	3	4	
11. Demanding and short-tempered.	1	2	3	4	(11)

1308

585

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want adult education teachers to show each behavior in class.

How often do you want adult education teachers to be:	Never	Sometimes	Often	Almost Always	
12. Patient and agreeable	1	2	3	4	(12)
13. Carefree and not involved in other people's lives	1	2	3	4	
14. Confident and stable	1	2	3	4	
15. Quiet and private about personal feelings	1	2	3	4	
16. Relaxed and calm	1	2	3	4	
17. Soft-spoken and gentle	1	2	3	4	
18. Curious and interested in solving problems	1	2	3	4	
19. Easygoing and not too busy	1	2	3	4	
20. Daring and bold	1	2	3	4	
21. Not concerned about small details and not into planning everything ahead	1	2	3	4	
22. Willing to try new ideas and ways of doing things	1	2	3	4	(22)

1309 586

☐ ☐ ☐ ☐ ☐ ☐ ☐ P E ☐ ☐ ☐ ☐ ☐

(50) (69)

1. How did you learn about adult education classes?
   (circle ALL that apply)

   1. A relative (1)
   2. A friend or neighbor
   3. Someone from adult education calling you or coming to see you
   4. People who help (examples: social workers, priest/minister)
   5. My own idea
   6. Radio
   7. T.V.
   8. Newspapers
   9. Mailed notices
   10. Signs and billboards
   11. Michigan Employment Security Commission (MESC)
   12. Department of Social Services (DSS)
   13. Regular Day School
   14. Other, write in:______________________________ (14)

2. Will you stop getting money if you stop coming to adult education classes?
   (circle ONLY one)

   1. Yes 2. No

3. In the past have you ever started an adult education class and then dropped out?
   (circle ONLY one)

   1. Yes 2. No (16)

587

4. As of today, what is your working status? (circle ALL that apply)

   1. Working for pay full-time (17)

   2. Working for pay part-time

   3. Not working for pay

      a. Retired

      b. Homemaker

      c. Laid off

      d. Disabled

      e. Haven't had a job in a long time

      f. Never had a job

      g. Other (write in) ______________________________ (26)

5. What is the source of your income? (circle ALL that apply)

   1. Your own work (27)

   2. Your spouse's (husband/wife's) work

   3. ADC (Aid to Dependent Children)

   4. Welfare (including General Assistance)

   5. Unemployment Compensation

   6. Social Security Administration

   7. Veteran's Administration

   8. Other (write in) ____ (34)

6. How many years have you lived in your neighborhood? (write in)

__ __ Years (35,36)

7. How many months have you been in this adult education program? (write in)

__ __ Months (37,38)

8. How old were you when you quit regular school? (write in)

__ __ Years Old (39,40)

9. What was the highest grade you finished in regular school? (write in)

__ __ Grade (41,42)

10. What language is most often spoken by your family at home? (circle ONLY one) (43)

1. English
2. Spanish
3. Arabic
4. Chaldean
5. Greek
6. Vietnamese
7. Italian
8. American Indian
9. Chinese
10. German
11. Polish
12. Other (write in) ________________

11. In what year were you born? (write in)

19__ __ (44,45)

12. What is your race? (circle ONLY one) (46)

1. Black
2. White
3. Latino, Hispanic
4. Asian, Pacific Islander
5. American Indian

13. What is your sex? (circle ONLY one) (47)

1. Female
2. Male

1312

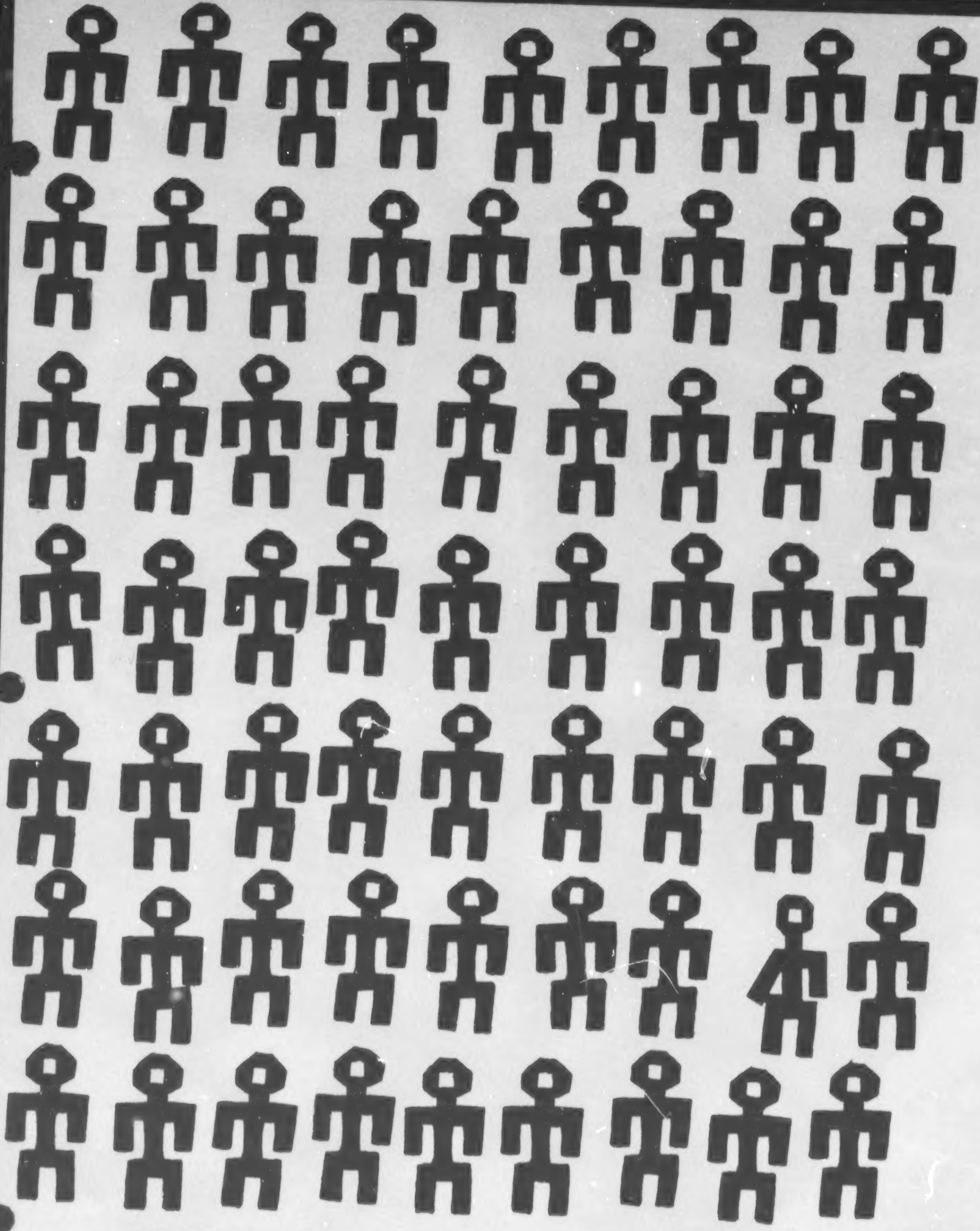
☐☐☐☐ ☐ ☐ ☐ D E ☐ S ☐☐☐

(50) (69)

589

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?



WE CARE WHAT YOU THINK

1321 521

DEAR ABE TEACHER:

WE NEED YOUR HELP IN GATHERING ACCURATE INFORMATION ABOUT THE WANTS AND NEEDS OF ADULT LEARNERS. WE HOPE YOU WILL BE WILLING TO READ THIS ENTIRE SURVEY OUT LOUD IN ENGLISH TO THE CLASS. PLEASE ADMINISTER THE SURVEY USING THE FOLLOWING STANDARDIZED DIRECTIONS.

1. Plan about one hour for the survey.
2. Don't start until the class is really settled in.
3. Close the door and put up a "Do Not Disturb" sign.
4. Separate adult learners as much as possible.
5. Help adult learners relax by assuring them that this survey is not a test and that you will be reading it out loud as they go through it.
6. If you are surveying ESL adult learners, refer to the translated version for occasional help with Spanish, Vietnamese, Arabic or Italian.
7. Minimize the disturbance of late coming adult learners by letting them miss the previous part and starting where the class is.
8. Have the students begin the survey together and stay together, line by line. Make it clear when you change pages.
9. Remind the adult learners that we really want to know their own individual opinions; not what they think others want to hear. In Part One, for instance, they may or may not be willing to work very hard and long to learn certain tasks.
10. Encourage adult learners to answer every question according to the directions on that particular page. Repeat instructions, lead-in sentences and response numbers often. Emphasize underlined words.
11. Circulate around the classroom to check that everyone is doing alright, especially when the response pattern changes.
12. Keep the oral reading pace steady by discouraging long questions and peer discussions.
13. Encourage adult learners to complete the demographic questions at the end of the survey. This information is critical in identifying significant findings among or between groups.
14. Have adult learners seal completed surveys, using seals provided.
15. Collect surveys and return to your ABE administrator.

THANK YOU FOR HELPING WITH, AND PARTICIPATING IN, A STUDY IMPORTANT TO ALL OF US WHO WANT TO SERVE AN EDUCATIONAL BENEFIT TO THE PUBLIC.

592 1315

Adult Education Survey

Michigan Department of Education

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Ballan, Project Specialist
Margaret L. Dickinson, Project Specialist

† Support for this project was provided by a grant of Federal funds under Section 309 of the Adult Education Act (P.L. 91-230 III), as amended, administered by the Michigan Department of Education. Points of view and opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Michigan Department of Education.

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DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

		Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example:	I like hot summer weather	[✓ 1]	2	3	4
	Taxes are too high.	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

4 Cake

1 Hamburger

3 Coffee

2 Carrots

When the question asks you if something is true or false, just circle the word.

Example: I had the flu this winter. [✓ True] False

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T. V. ?

[✓ 1.] Nothing else to do

2. Everyone else does

[✓ 3.] It's free

4. Something special is on

5. It makes me feel good

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOU TO LEARN CERTAIN TASKS.

Listed below are some things that you may or may not be interested in learning. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard to learn how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
201. Read newspapers and magazine advertisements carefully enough to spot lies	1	2	3	4	(1)
202. Fill out voter registration forms	1	2	3	4	
203. Say the right thing at a job interview	1	2	3	4	
204. Keep score in games (example: bowling, cards). . .	1	2	3	4	
205. Avoid liquor and drug problems.	1	2	3	4	
206. Participate in our system of government	1	2	3	4	
207. Read help wanted ads	1	2	3	4	
208. Write a letter to a friend	1	2	3	4	
209. Tell repairmen what to do (examples: plumbers, car mechanics)	1	2	3	4	
210. Figure out sales taxes.	1	2	3	4	
211. Decide what job training I need.	1	2	3	4	
212. Choose what sexual behavior is right for me. . . .	1	2	3	4	(12)

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOU CAN ALREADY DO CERTAIN TASKS.

1321

598

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

I already know how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
101. Find out what is in food I eat by reading food packages	1	2	3	4	(13)
102. Fill out forms for financial assistance (examples: unemployment benefits, ADC)	1	2	3	4	
103. Explain a job to a new worker, when employed	1	2	3	4	
104. Figure out the cost of a hobby or vacation	1	2	3	4	
105. Help the family through hard times (examples: serious illness, death of a loved one)	1	2	3	4	
106. Get along with people different from me	1	2	3	4	
107. Read books that teach new work skills (example: books from a job training class)	1	2	3	4	
108. Put my thoughts in writing	1	2	3	4	
109. Talk to family members without arguing	1	2	3	4	
110. Use metric measurements like: meters, liters and kilometers	1	2	3	4	
111. Protect myself against unfairness at work	1	2	3	4	
112. Decide what to believe in (examples: religions, superstitions)	1	2	3	4	(24)

B 1

(50) (69)

1. Listed below are six skills you could learn in adult education classes. Please tell us how important each skill is to you by putting a 1 next to the skill you want to learn first, a 2 next to the skill you want to learn second, a 3 next to the skill you want to learn third, and a 4 next to the skill you want to learn fourth.

______ Writing
______ Decision Making
______ Speaking, Listening, Remembering (1,3)

______ Forming Values and Setting Goals
______ Reading
______ Arithmetic (4,6)

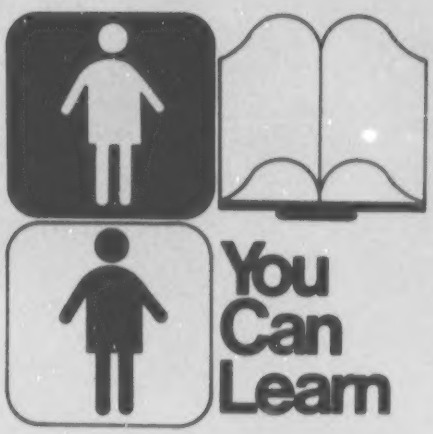
2. Listed below are six skills adults might use in their everyday life. Please tell us how well you can already do each skill by marking a 1 next to the skill you can do best, a 2 next to the skill you can do second best, a 3 next to the skill you can do third best, and a 4 next to the skill you can do fourth best.

______ Writing
______ Decision Making
______ Speaking, Listening, Remembering (7,9)

______ Forming Values and Setting Goals
______ Reading
______ Arithmetic (10,12)

Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture carefully and tell us which two you like best.

Mark an "X" in the box next to the two pictures you like best:

☐ 
You
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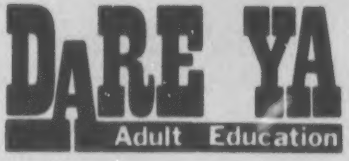
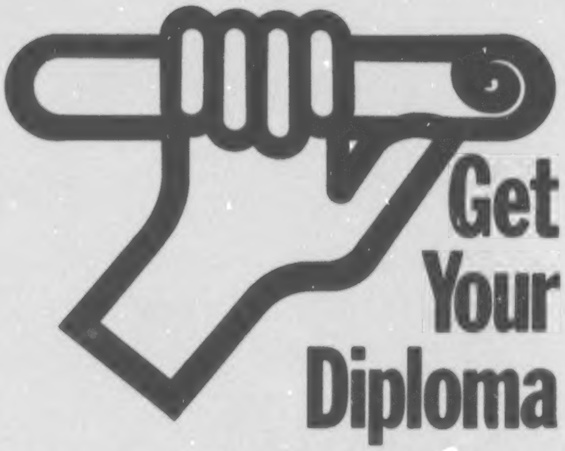
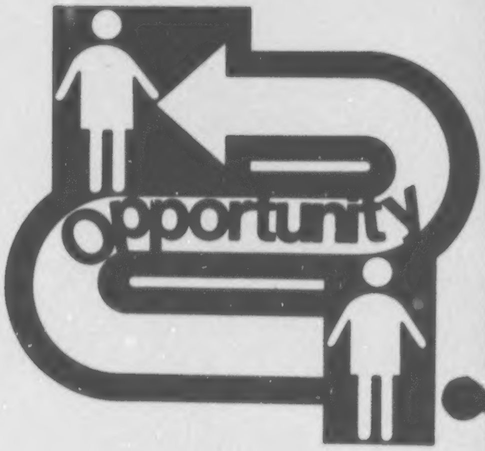
Learn

☐ 
DARE YA
Adult Education

(13,14)

☐ 
Get
Your
Diploma

☐ 
opportunity

(15,16)

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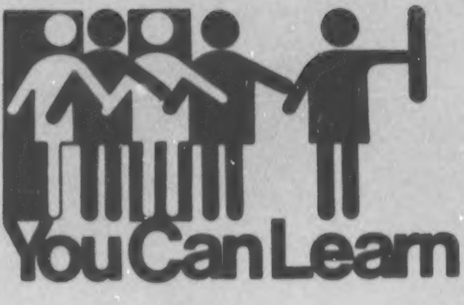
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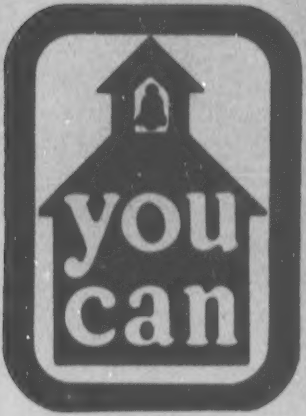

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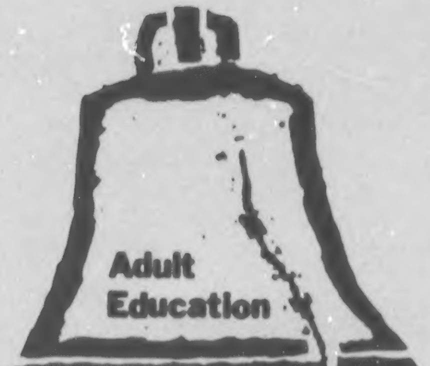
Adult
Education
SUCCEED

(19,20)

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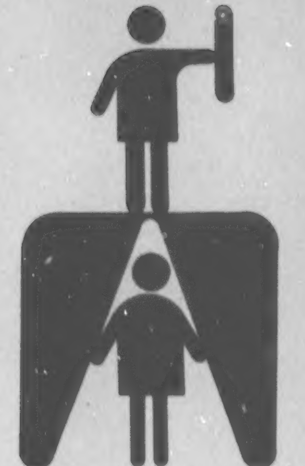


602

☐☐☐☐ ☐ ☐ ☐ R L ☐☐ ☐☐☐

(50) (69)

1325

There are no right or wrong answers. Please tell us how you feel about each idea by circling True or False next to each sentence.

1. I often wish I were someone else . . . . True False (1)
2. I find it very hard to talk in front of a group . . . . True False
3. There are lots of things about myself I'd change if I could True False
4. I can make up my mind without too much trouble . . . True False
5. I'm a lot of fun to be with . . . . True False
6. I get upset easily at home . . . . True False
7. It takes me a long time to get used to anything new . . True False
8. I'm popular with people my own age . . . . True False
9. Too much is expected of me at home . . . . True False
10. My parents usually consider my feelings. . . . . . True False
11. I give in very easily . . . . True False
12. It's pretty tough to be me . . . . True False
13. Things are all mixed up in my life. . . . . True False (13)

1326

603

There are no right or wrong answers. Please tell us how you feel about each idea by circling True or False next to each sentence.

14. Other people usually follow my ideas . . . . True False (14)

15. I have a low opinion of myself . . . . True False

16. There are many times I'd like to leave home . . . . True False

17. I often feel upset about the work that I do . . . . . True False

18. I'm not as nice looking as most people . . . . . . True False

19. If I have something to say, I usually say it. . . . . True False

20. At home, my family understands me . . . . True False

21. Most people are better liked than I am . . . . . . True False

22. I usually felt as if my parents were pushing me . . . True False

23. I often get discouraged at what I am doing . . . . . True False

24. Things usually don't bother me . . . . True False

25. I can't be depended on . . . . True False

26. I always tell the truth . . . . True False

27. I like everyone I know . . . . True False (27)

1327 604

S E

(50) (69)

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want adult education teachers to show each behavior in class.

How often do you want adult education teachers to be:	Never	Sometimes	Often	Almost Always	
1. Cautious and careful	1	2	3	4	(1)
2. Tidy and thorough	1	2	3	4	
3. More interested in feelings than scientific rules	1	2	3	4	
4. Hardworking and successful at getting things done.	1	2	3	4	
5. High-strung and restless	1	2	3	4	
6. Outspoken and interested in getting their own way.	1	2	3	4	
7. Close to other people and unsure of themselves.	1	2	3	4	
8. Entertaining and enthusiastic	1	2	3	4	
9. Old-fashioned and practical	1	2	3	4	
10. Unselfish and thoughtful of others	1	2	3	4	
11. Demanding and short-tempered.	1	2	3	4	(11)

1328

605

Listed below are ways people could behave. Remembering that no one can act the same way all the time, please tell us how often you want adult education teachers to show each behavior in class.

How often do you want adult education teachers to be:	Never	Sometimes	Often	Almost Always	
12. Patient and agreeable	1	2	3	4	(12)
13. Carefree and not involved in other people's lives	1	2	3	4	
14. Confident and stable	1	2	3	4	
15. Quiet and private about personal feelings	1	2	3	4	
16. Relaxed and calm	1	2	3	4	
17. Soft-spoken and gentle	1	2	3	4	
18. Curious and interested in solving problems	1	2	3	4	
19. Easygoing and not too busy	1	2	3	4	
20. Daring and bold	1	2	3	4	
21. Not concerned about small details and not into planning everything ahead	1	2	3	4	
22. Willing to try new ideas and ways of doing things	1	2	3	4	(22)

1329 606

☐☐☐☐ ☐ ☐ ☐ P E ☐☐ ☐☐☐

(50) (69)

1. How did you learn about adult education classes?
   (circle ALL that apply)

   1. A relative (1)
   2. A friend or neighbor
   3. Someone from adult education calling you or coming to see you
   4. People who help (examples: social workers, priest/minister)
   5. My own idea
   6. Radio
   7. T.V.
   8. Newspapers
   9. Mailed notices
   10. Signs and billboards
   11. Michigan Employment Security Commission (MESC)
   12. Department of Social Services (DSS)
   13. Regular Day School
   14. Other, write in:______________________________ (14)

2. Will you stop getting money if you stop coming to adult education classes?
   (circle ONLY one)

   1. Yes 2. No

3. In the past have you ever started an adult education class and then dropped out?
   (circle ONLY one)

   1. Yes 2. No (16)

607

1330

4. As of today, what is your working status?
(circle ALL that apply)

1. Working for pay full-time (17)

2. Working for pay part-time

3. Not working for pay
    - a. Retired
    - b. Homemaker
    - c. Laid off
    - d. Disabled
    - e. Haven't had a job in a long time
    - f. Never had a job
    - g. Other (write in) ______________________________ (26

5. What is the source of your income?
(circle ALL that apply)

1. Your own work (27

2. Your spouse's (husband/wife's) work

3. ADC (Aid to Dependent Children)

4. Welfare (including General Assistance)

5. Unemployment Compensation

6. Social Security Administration

7. Veteran's Administration

8. Other (write in) ____________________________________ (34

608 1331

6. How many years have you lived in your neighborhood? (write in)

___ ___Years (35,36)

7. How many months have you been in this adult education program? (write in)

___ ___Months (37,38)

8. How old were you when you quit regular school? (write in)

___ ___Years Old (39,40)

9. What was the highest grade you finished in regular school? (write in)

___ ___Grade (41,42)

10. What language is most often spoken by your family at home? (circle ONLY one) (43)

1. English
2. Spanish
3. Arabic
4. Chaldean
5. Greek
6. Vietnamese
7. Italian
8. American Indian
9. Chinese
10. German
11. Polish
12. Other (write in) ____________

11. In what year were you born? (write in)

19___ ___ (44,45)

12. What is your race? (circle ONLY one) (46)

1. Black
2. White
3. Latino, Hispanic
4. Asian, Pacific Islander
5. American Indian

13. What is your sex? (circle ONLY one) (47)

1. Female
2. Male

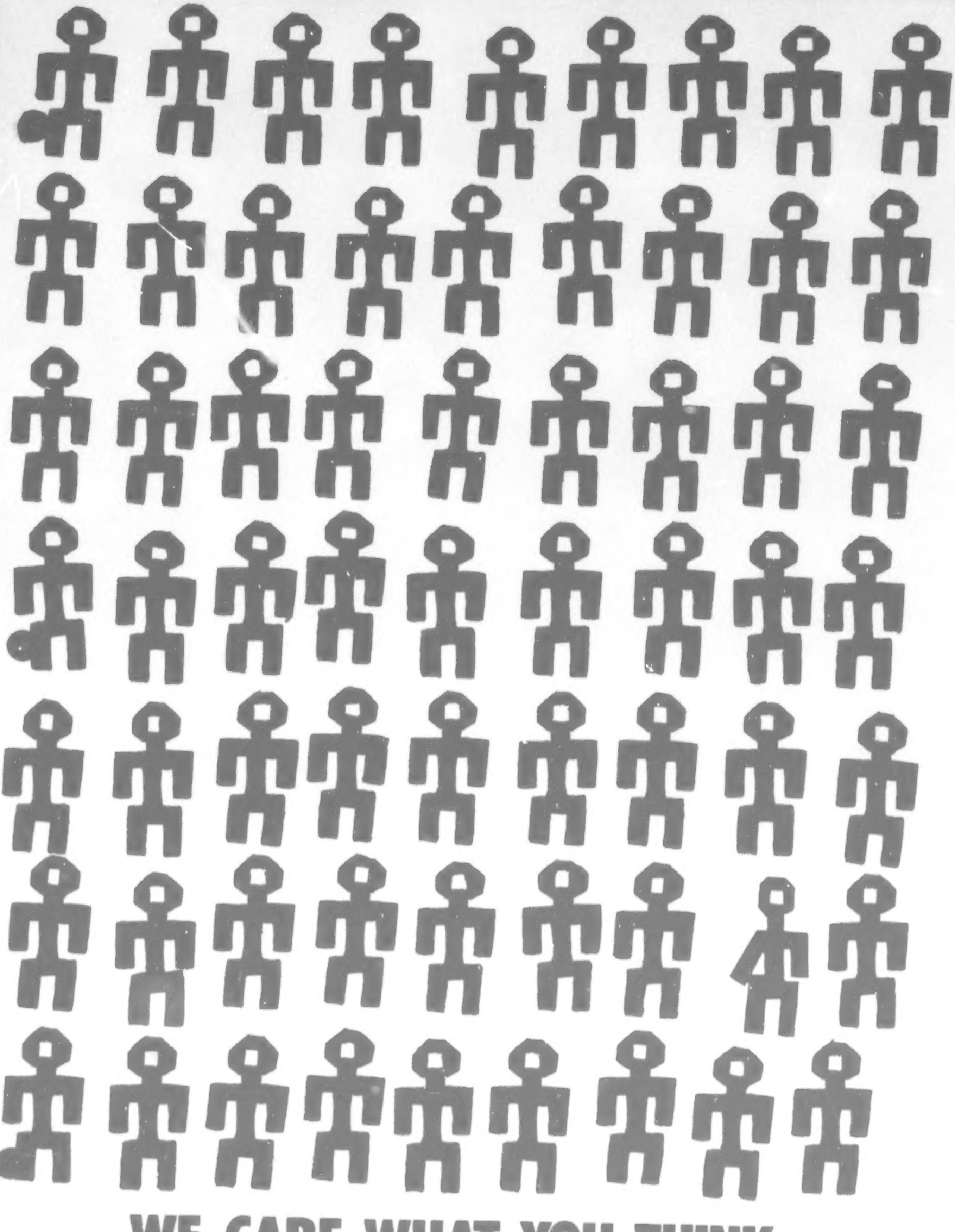
1332 609

☐☐☐☐ ☐ ☐ ☐ D E ☐ S ☐☐☐

(50) (69)

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?



WE CARE WHAT YOU THINK

1334 611

S-1—Translated Versions

DEAR ABE TEACHER:

WE NEED YOUR HELP IN GATHERING ACCURATE INFORMATION ABOUT THE WANTS AND NEEDS OF ADULT LEARNERS. WE HOPE YOU WILL BE WILLING TO READ THIS ENTIRE SURVEY OUT LOUD IN ENGLISH TO THE CLASS. PLEASE ADMINISTER THE SURVEY USING THE FOLLOWING STANDARDIZED DIRECTIONS.

1. Plan about one hour for the survey.
2. Don't start until the class is really settled in.
3. Close the door and put up a "Do Not Disturb" sign.
4. Separate adult learners as much as possible.
5. Help adult learners relax by assuring them that this survey is not a test and that you will be reading it out loud as they go through it.
6. If you are surveying ESL adult learners, refer to the translated version for occasional help with Spanish, Vietnamese, Arabic or Italian.
7. Minimize the disturbance of late coming adult learners by letting them miss the previous part and starting where the class is.
8. Have the students begin the survey together and stay together, line by line. Make it clear when you change pages.
9. Remind the adult learners that we really want to know their own individual opinions; not what they think others want to hear. In Part One, for instance, they may or may not be willing to work very hard and long to learn certain tasks.
10. Encourage adult learners to answer every question according to the directions on that particular page. Repeat instructions, lead-in sentences and response numbers often. Emphasize underlined words.
11. Circulate around the classroom to check that everyone is doing alright, especially when the response pattern changes.
12. Keep the oral reading pace steady by discouraging long questions and peer discussions.
13. Encourage adult learners to complete the demographic questions at the end of the survey. This information is critical in identifying significant findings among or between groups.
14. Have adult learners seal completed surveys, using seals provided.
15. Collect surveys and return to your ABE administrator.

THANK YOU FOR HELPING WITH, AND PARTICIPATING IN, A STUDY IMPORTANT TO ALL OF US WHO WANT TO SERVE AN EDUCATIONAL BENEFIT TO THE PUBLIC.

612 1335

S-1 — SPANISH

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Ballan, Project Specialist
Margaret L. Dickinson, Project Specialist

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1336 613

A CONTINUACION LE PRESENTAMOS UN LISTADO DE COSAS QUE USTED PUEDE O NO ESTAR INTERESADO EN APRENDER. POR FAVOR LEA CADA RENGLON Y MARQUE CON UN CIRCULO EL NUMERO QUE MEJOR INDIQUE COMO USTED SE SIENTE CON RESPECTO A CADA RENGLON.

YO ESTOY DISPUESTO A DEDICAR TIEMPO Y ESFUERZO PARA APRENDER COMO:

101. SABER QUE HAY EN EL ALIMENTO QUE COMO LEYENDO LAS ETIQUETAS DE LOS PAQUETES 1 2 3 4

102. LLENAR FORMULARIOS PARA ASISTENCIA FINANCIERA (EJEMPLOS: BENEFICIOS PARA DESEMPLEADOS, ADC -AYUDA PARA NIÑOS DEPENDIENTES-) ....

103. EXPLICAR LAS FUNCIONES A UN NUEVO TRABAJADOR ....

104. SABER EL COSTO DE UN PASATIEMPO O VACACIONES ....

105. AYUDAR A LA FAMILIA CUANDO ATRAVIESA TIEMPOS DIFICILES (EJEMPLOS: EMFERMEDADES GRAVES, MUERTE DE UN SER QUERIDO) ....

106. LLEVARME BIEN CON GENTE DIFERENTE A MI .....

107. LEER LIBROS QUE INSTRUYEN NUEVAS DESTREZAS EN EL TRABAJO (EJEMPLO: LIBROS DE UNA CLASE DE ENTRENAMIENTO PARA EL TRABAJO).....

108. ESCRIBIR LO QUE PIENSO.....................

109. HABLAR CON MIEMBROS DE LA FAMILIA SIN PELEAR ....

110. UTILIZAR EL SISTEMA METRICO DECIMAL (EJEMPLO: METROS, LITROS Y KILOMETROS)..........

111. PROTEJERME EN CONTRA DE INJUSTICIAS EN EL TRABAJO ....

112. DECIDIR EN QUE CREER (EJEMPLO: RELIGION, SUPERTICIONES) ....

614

1337

7a

A CONTINUACION LE PRESENTAMOS UN LISTADO DE COSAS QUE USTED PUEDE O NO SABER COMO HACERLAS. POR FAVOR LEA CADA RENGLON Y MARQUE CON UN CIRCULO EL NUMERO QUE MEJOR INDIQUE COMO USTED SE SIENTE CON RESPECTO A CADA RENGLON.

YO SE COMO:

201. LEER AVISOS DE PERIODICOS Y REVISTAS
CON SUFICIENTE CUIDADO COMO PARA DARME
CUENTA DE ENGAÑOS 1 2 3 4

202. LLENAR FORMULARIOS DE REGISTRO PARA VOTAR .....

203. DECIR LAS COSAS QUE DEBO EN UNA ENTREVISTA
DE TRABAJO ....

204. LLEVAR REGISTRO DE LA PUNTUACION EN JUEGOS
(EJEMPLO: BOWLING, CARTAS) ....

205. EVITAR PROBLEMAS DE LICOR Y DROGAS ....

206. PARTICIPAR EN NUESTRO SISTEMA DE GOBIERNO .....

207. LEER UNA CARTA A UN AMIGO ....

208. ESCRIBIR UNA CARTA A UN AMIGO ....

209. DECIR LO QUE ESTA DANADO (EJEMPLO: PLOMERO,
MECANICO DE CARROS) ....

210. SABER SACAR LOS IMPUESTOS DE VENTA ....

211. DECIDIR QUE CLASE DE ENTRENAMIENTO PARA EL
TRABAJO ESTOY NECESITANDO ....

212. ESCOGER QUE COMPORTAMIENTO SEXUAL ES CORRECTO
PARA MI ....

A CONTINUACION LE PRESENTAMOS SEIS DESTREZAS QUE USTED PUEDE APRENDER EN CLASES DE EDUCACION PARA ADULTOS. POR FAVOR INDIQUENOS QUE TAN IMPORTANTE ES CADA DESTREZA PARA USTED COLOCANDO UN 1 AL LADO DE LA DESTREZA QUE USTED DESEA APRENDER PRIMERO, UN 2 AL LADO DE LA DESTREZA QUE USTED DESEA APRENDER EN SEGUNDO LUGAR, UN 3 AL LADO DE LA DESTREZA QUE USTED DESEA APRENDER EN TERCER LUGAR Y 4 AL LADO DE LA DESTREZA QUE USTED QUIERE APRENDER EN CUARTO LUGAR.

_______ESCRIBIR

_______TOMAR DECISIONES

_______HABLAR, ESCUCHAR, RECORDAR

_______FORMACION DE VALORES Y FIJACION DE OBJETIVOS

_______LEER

_______ARITMETICA

A CONTINUACION LE PRESENTAMOS SEIS DESTREZAS QUE LOS ADULTOS DEBEN USAR COTIDIANAMENTE. POR FAVOR INDIQUENOS QUE TAN BIEN PUEDE HACER CADA UNA DE ELLAS COLOCANDO UN 1 AL LADO DE LA DESTREZA QUE USTED SABE HACER MEJOR, UN 2 AL LADO DE LA QUE USTED SABE EN SEGUNDO LUGAR, UN 3 AL LADO DE LA QUE USTED SABE EN TERCER LUGAR Y 4 AL LADO DE LA QUE USTED SABE EN CUARTO LUGAR.

_______ESCRIBIR

_______TOMAR DECISIONES

_______HABLAR, ESCUCHAR, RECORDAR

_______FORMACION DE VALORES Y FIJACION DE OBJETIVOS

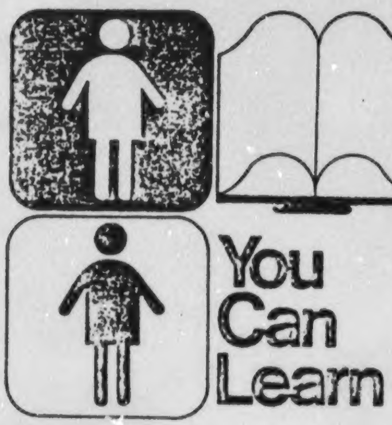
_______LEER

_______ARITMETICA

LE PRESENTAMOS ALGUNOS DIBUJOS QUE PUEDEN SER UTILIZADOS COMO CALCOMANIAS PARA INVITAR A NUEVOS ESTUDIANTES A LAS CLASES DE EDUCACION PARA ADULTOS. POR FAVOR OBSERVE LOS DIBUJOS CUIDADOSAMENTE Y DIGANOS CUAL DE ELLOS LE GUSTA MAS.

COLOQUE UNA "X" EN EL CUADRO QUE CORRESPONDE AL DIBUJO QUE MAS LE GUSTA:

☐


You
Can
Learn

USTED
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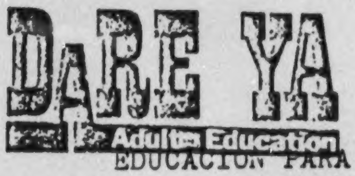
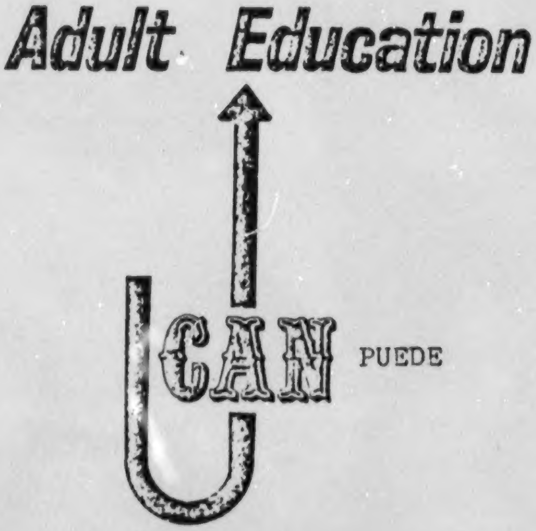
DECIDASE


DaRE YA
Adult Education

EDUCACION PARA ADULTOS

☐

EDUCACION PARA ADULTOS


Adult Education
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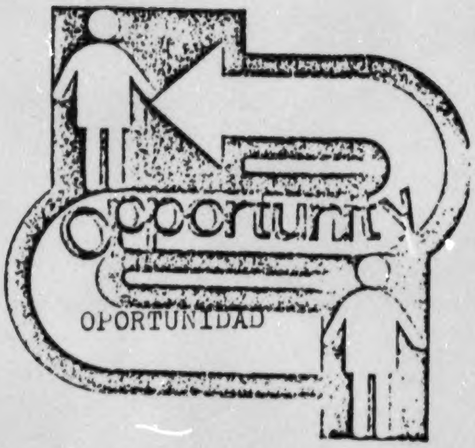

Opportunity

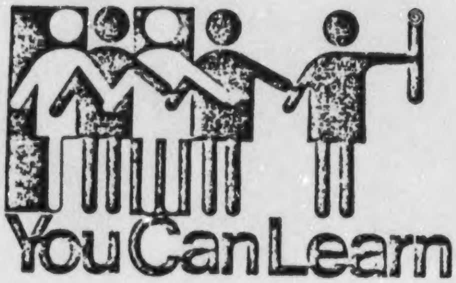
OPORTUNIDAD

617

LE PRESENTAMOS ALGUNOS DIBUJOS QUE PUEDEN SER UTILIZADOS COMO CALCOMANIAS PARA INVITAR A NUEVOS ESTUDIANTES A LAS CLASES DE EDUCACION PARA ADULTOS. POR FAVOR OBSERVE LOS DIBUJOS CUIDADOSAMENTE Y DIGANOS CUAL DE ELLOS LE GUSTA MAS.

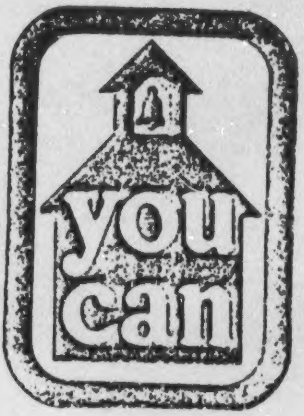
COLOQUE UNA "X" EN EL CUADRO QUE CORRESPONDE AL DIBUJO QUE MAS LE GUSTA:

☐


You Can Learn

usted puede aprender

☐



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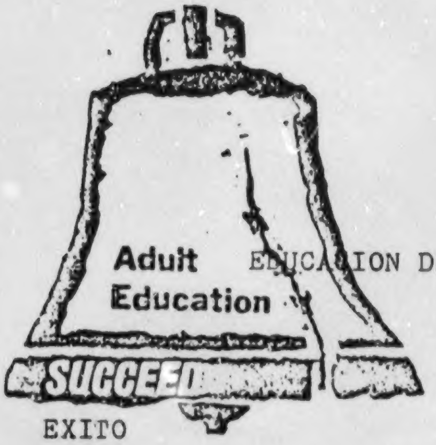
Adult
Education
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EDUCACION DE ADULTOS

EXITO

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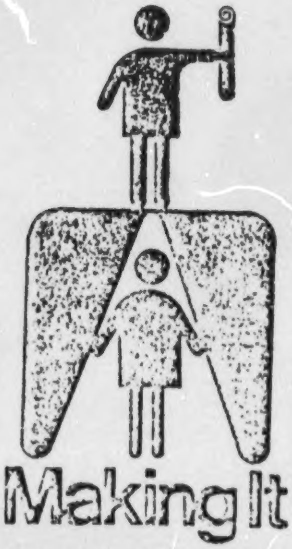

HACIENDOLO

A CONTINUACION LE PRESENTAMOS UNA LISTA DE ACTIVIDADES DE CLASE QUE LOS PROFESORES PODRIAN O NO INCLUIR EN LOS PROGRAMAS DE EDUCACION PARA ADULTOS. TENIENDO PRESENTE QUE NO TODAS PUEDEN SER INCLUIDAS EN EL PERIODO DE UNA CLASE, POR FAVOR DIGANOS QUE TANTO DE CADA ACTIVIDAD DEBE SER INCLUIDO EN CLASE. COLOQUE UN CIRCULO EN EL NUMERO QUE MEJOR INDIQUE COMO USTED SE SIENTE CON RESPECTO A CADA ACTIVIDAD.

CON QUE FRECUENCIA DEBE SU PROFESOR USAR TIEMPO DE CLASE PARA:

1. RESPONDER A SUS PREGUNTAS 1 2 3 4

2. HACERLE PREGUNTAS ....

3. CORREGIR SUS TAREAS Y MANTENER EL SALON DE CLASE LIMPIO ....

4. USAR RADIO, TELEVISION Y PELICULAS EN CLASE ...

5. UTILIZAR MAQUINAS EN LA ENSEÑANZA (EJEMPLOS: COMPUTADORA, "VIDEO TAPES") ....

6. TRABAJAR CON UN PEQUEÑO GRUPO DE COMPAÑEROS ...

7. AYUDARLO A PRACTICAR DESTREZAS (EJEMPLOS: LEER, ESCRIBIR) ....

8. PREMIARLO POR LO QUE USTED HACE EN CLASE ......

9. DEJAR QUE USTED ESCOJA LO QUE LE INTERESA APRENDER ....

10. SABER QUE TAN DIFERENTE ES USTED EN COMPARACION CON COMPAÑEROS DE CLASE MAS JOVENES Y OTROS ADULTOS ....

11. AYUDARLO A PLANIFICAR SU EDUCACION ....

12. DECIRLE ACERCA DEL ENTRENAMIENTO QUE USTED PUEDE OBTENER ....

13. AYUDARLE CON PROBLEMAS FAMILIARES 1 2 3 4

14. DECIRLE COMO PUEDE OBTENER AYUDA EN CASO DE QUE NECESITE DINERO ....

1342 619

16y

A CONTINUACION LE PRESENTAMOS ALGUNAS IDEAS ACERCA DE LAS CUALES LA GENTE SUELE PENSAR ALGUNAS VECES. POR FAVOR LEA CADA IDEA CON CUIDADO Y DIGANOS CON CUANTA FRECUENCIA USTED HA PENSADO EN CADA UNA DE ELLAS. COLOQUE UN CIRCULO EN EL NUMERO 1 CUANDO USTED CONSIDERE QUE LA IDEA NUNCA ES CIERTA, 2 CUANDO USTED CONSIDERE QUE SOLO ALGUNAS VECES ES CIERTA, 3 SI USTED CONSIDERA QUE ES FRECUENTEMENTE CIERTA Y 4 SI USTED CONSIDERA QUE ES SIEMPRE CIERTA.

CON QUE FRECUENCIA USTED PIENSA QUE:

1. USTED SABE QUE ES LO QUE QUIERE OBTENER DEL PROGRAMA DE EDUCACION PARA ADULTOS 1 2 3 4

2. EDUCACION PARA ADULTOS LE AYUDARA A "TENER EXITO EN LA VIDA" ....

3. USTED UTILIZARA LO QUE APRENDE EN EDUCACION PARA ADULTOS EN SU VIDA DIARIA ....

4. EL TRABAJO EN ESTE PROGRAMA DE EDUCACION PARA ADULTOS ES DEMASIADO DURO ....

5. USTED ESTA OBTENIENDO LO QUE USTED DESEA DE ESTE PROGRAMA DE EDUCACION PARA ADULTOS ..

6. ES IMPORTANTE QUE USTED SIGA APRENDIENDO TODA SU VIDA ....

7. USTED TENDRA BUEN APROVECHAMIENTO EN ESTE PROGRAMA DE EDUCACION PARA ADULTOS ....

8. LOS PROFESORES DE EDUCACION PARA ADULTOS ESTAN CONTENTOS CON SU TRABAJO ....

9. A LOS PROFESORES DEL PROGRAMA DE EDUCACION PARA ADULTOS LES AGRADA LOS ESTUDIANTES ADULTOS ....

10. LOS PROFESORES DE EDUCACION PARA ADULTOS ESPERAN QUE USTED TENGA BUEN APROVECHAMIENTO EN CLASE............................

620

1343

17 y

NO HAY RESPUESTAS CORRECTAS O INCORRECTAS. POR FAVOR DIGANOS COMO USTED SE SIENTE ACERCA DE CADA UNA DE LAS IDEAS QUE A CONTINUACION SE INDICAN PONIENDO UN CIRCULO EN LA PALABRA CIERTO O FALSO AL LADO DE CADA UNA DE LAS SIGUIENTES ORACIONES.

1. YO CON FRECUENCIA DESEO SER OTRA PERSONA .... CIERTO FALSO

2. ME PARECE MUY DIFICIL HABLAR EN FRENTE DE UN GRUPO ....

3. HAY MUCHAS COSAS ACERCA DE MI MISMO QUE ME GUSTARIA CAMBIAR SI PUDIERA ....

4. PUEDO DECIDIRME SIN DEMASIADO PROBLEMA ....

5. YO SOY UNA PERSONA CON QUIEN LOS DEMAS SE PUEDEN DIVERTIR O ENTRETENER ....

6. YO ME ENOJO CON FACILIDAD EN LA CASA............

7. ME TOMA MUCHO TIEMPO ACOSTUMBRARME A ALGO NUEVO .

8. YO SOY POPULAR ENTRE PERSONAS DE MI MISMA EDAD ..

9. EN MI CASA ESPERAN DEMASIADO DE MI ....

10. MIS PADRES GENERALMENTE TOMAN EN CONSIDERACION MIS SENTIMIENTOS ....

11. YO ME SOMETO O CEDO CON FACILIDAD ....

12. ES BASTANTE DIFICIL SER YO MISMO ....

13. TODAS LAS COSAS EN MI VIDA ESTAN MUY CONFUSAS ...

145

NO HAY RESPUESTAS CORRECTAS O INCORRECTAS. POR FAVOR DIGANOS COMO SE SIENTE USTED ACERCA DE CADA UNA DE LAS IDEAS QUE A CONTINUACION SE INDICAN PONIENDO UN CIRCULO EN LA PALABRA CIERTO O FALSO AL LADO DE CADA UNA DE LAS SIGUIENTES ORACIONES.

14. OTRAS PERSONAS GENERALMENTE SIGUEN MIS IDEAS CIERTO FALSO

15. YO TENGO UNA OPINION BAJA DE MI MISMO ......

16. MUCHAS VECES ME GUSTARIA IRME DE LA CASA ..

17. CON FRECUENCIA ME SIENTO ENOJADO POR EL TRABAJO QUE YO HAGO ....

18. YO NO SOY TAN BIEN PARECIDO COMO LA MAYOR PARTE DE LA GENTE ....

19. SI YO TENGO ALGO QUE DECIR, GENERALMENTE LO DIGO ....

20. MI FAMILIA ME ENTIENDE ....

21. OTRAS PERSONAS GUSTAN MAS DE LO QUE YO GUSTO ....

22. YO GENERALMENTE SENTI COMO SI MIS PADRES ME ESTUVIESEN PRESIONANDO ....

23. YO CON FRECUENCIA ME SIENTO DESALENTADO POR LO QUE ESTOY HACIENDO ....

24. LAS COSAS GENERALMENTE NO ME MOLESTAN ......

25. NADIE PUEDE DEPENDER DE MI ....

26. YO SIEMPRE DIGO LA VERDAD ....

27. A MI ME GUSTAN LAS PERSONAS QUE CONOZCO ....

622

1345

15 s

1. COMO SE ENTERO USTED ACERCA DE LAS CLASES PARA EDUCACION DE ADULTOS? (COLOQUE UN CIRCULO EN TODAS LAS RESPUESTA QUE SE AJUSTEN A SU CASO)

   1. UN FAMILIAR
   2. UN AMIGO O VECINO
   3. ALGUIEN DE EDUCACION PARA ADULTOS QUE LO LLAMO O FUE A SU CASA
   4. GENTE QUE AYUDA (EJEMPLOS: TRABAJADORES SOCIALES, CURA/ SACERDOTE)
   5. POR IDEA PROPIA
   6. RADIO
   7. T.V.
   8. PERIODICOS
   9. POR CORREO
   10. ANUNCIOS
   11. COMISION DE MICHIGAN PARA LA SEGURIDAD EN EL EMPLEO (MESC)
   12. DEPARTAMENTO DE SERVICIOS SOCIALES (DSS)
   13. UN DIA DE ESCUELA REGULAR
   14. OTRO, ESCRIBA EN ESTE ESPACIO ______________________________

   ____

2. DEJARA USTED DE OBTENER DINERO SI DEJA DE VENIR A LAS CLASES DE EDUCACION PARA ADULTOS? (COLOQUE UN CIRCULO EN SOLAMENTE UNA RESPUESTA)

   1. YES 2. NO

3. COMENZO USTED A ASISTIR A CLASES DE EDUCACION PARA ADULTOS Y DESPUES SE RETIRO? (COLOQUE UN CIRCULO EN SOLAMENTE UNA RESPUESTA)

   1. YES 2. NO

1346 623

19

4. HASTA HOY, CUAL ES SU POSICION EN EL TRABAJO? (COLOQUE UN CIRCULO EN TODAS LAS RESPUESTAS QUE CORRESPONDAN A SU CASO)

   1. TRABAJO A TIEMPO-COMPLETO (35 HORAS O MAS A LA SEMANA)

   2. TRABAJO A MEDIO-TIEMPO (35 HORAS O MENOS A LA SEMANA)

   3. TRABAJO SIN DEVENGAR DINERO (PONGA UN CIRCULO DONDE CORRESPONDA)

      a. RETIRADO

      b. TRABAJO DEL HOGAR

      c. SUSPENDIDO TEMPORALMENTE

      d. IMPOSIBILITADO

      e. NO HE TENIDO TRABAJO DESDE HACE MUCHO TIEMPO

      f. NUNCA HE TENIDO UN TRABAJO

5. CUAL ES LA FUENTE DE SU INGRESO (COLOQUE UN CIRCULO DONDE CORRESPONDA)

   1. SU PROPIO TRABAJO

   2. EL EMPLEO DE SU ESPOSA/ESPOSO

   3. ADC (AYUDA PARA NIÑOS DEPENDIENTES)

   4. ASISTENCIA PUBLICA (INCLUYENDO ASISTENCIA GENERAL)

   5. COMPENSACION PARA DESEMPLEADOS

   6. SEGURO SOCIAL

   7. ADMINISTRACION DE VETERANOS DE GUERRA

   8. OTRO, ESCRIBA EN ESTE ESPACIO ________________________________

6. CUANTOS AÑOS HA ESTADO USTED VIVIENDO EN ESTA VECINDAD?

_______ __________ANOS

7. CUANTOS MESES HA ESTADO USTED INSCRITO EN ESTE PROGRAMA DE EDUCACION PARA ADULTOS?

_______ __________MESES

8. QUE EDAD TENIA USTED CUANDO ABANDONO LA ESCUELA?

_______ ________AÑOS DE EDAD

9. CUAL FUE EL ULTIMO GRADO QUE USTED COMPLETO EN LA ESCUELA

_______ ________GRADO

10. CUAL ES EL IDIOMA QUE SE HABLA CON MAS FRECUENCIA EN SU CASA? (COLOQUE EL CIRCULO EN SOLAMENTE UNA RESPUESTA)

1. INGLES
2. ESPAÑOL
3. ARABE
4. CALDEO
5. GRIEGO
6. VIETNAMIS
7. ITALIANO
8. INDIGENA
9. CHINO
10. ALEMAN
11. POLACO
12. OTRO, ESCRIBA EN EL ESPACIO

____

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11. EN QUE AÑO NACIO USTED?

19 ______ ______

12 CUAL ES SU RAZA? (COLOQUE EL CIRCULO EN UNA RESPUESTA SOLAMENTE)

1. NEGRO
2. BLANCO
3. LATINO, HISPANIC
4. ASIATICO
5. INDIO

13. CUAL ES SU SEXO?

1. FEMENINO　　　2. MASCULINO

S-1 — VIETNAMESE

627

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Sau đây là vài điều bạn có thể thích học hay không thích học. Xin bạn đọc kỹ mỗi câu và vẽ một vòng tròn quanh số tương ứng với ý nghĩ của bạn về mỗi câu.

1	2	3	4
hoàn toàn bất đồng ý	không đồng ý hẳn	đồng ý, chút đỉnh	đồng ý hoàn toàn

Tôi sẵn sàng chịu khó để học cách:

101. Tìm ra trong đồ ăn có những gì bằng cách đọc các bản liệt kê các nguyên liệu viết trên mỗi hộp đồ ăn.

102. Điền các đơn xin trợ cấp (như đơn xin trợ cấp khi thất nghiệp, trợ cấp cho trẻ em chưa tự túc được.

103. Giải thích công việc cho một người thợ tới sau tôi.

104. Tính xem một thú tiêu khiển hay một cuộc du lịch tốn bao nhiêu.

105. Giúp đỡ gia đình qua cơn hoạn nạn (như khi có người trong gia đình bị đau hay bị chết).

106. Thích hợp với những người có hoàn cảnh khác biệt với tôi.

107. Đọc được các sách dạy nghề mới (như các sách dùng tại các lớp hướng nghiệp).

108. Viết ra giấy tư tưởng của tôi.

109. Nói chuyện với người thân trong gia đình mà không phải cải cọ.

110. Dùng các đơn vị đo lường như: mét, lít, và kilô mét.

111. Bảo vệ quyền lợi trong công việc để khỏi bị người khác hà hiếp.

112. Quyết định nên tin cái gì (như tín ngưỡng hay dị đoan).

Sau đây là 12 điều có thể bạn đã biết hay không biết. Xin bạn đọc kỹ mỗi câu và vẽ một vòng tròn quanh số tương ứng với ý nghĩ của bạn về mỗi câu.

1	2	3	4
hoàn toàn bất đồng ý	không đồng ý hẳn	đồng ý, chút đỉnh	đồng ý hoàn toàn

Tôi đã biết:

201. Đọc kỹ các quảng cáo trên nhật báo và nguyệt san để biết các quảng cáo đó nói sự thật hay nói láo.

202. Cách điền các phiếu ghi danh xin bầu cử.

203. Nói cái gì nên nói khi đi phỏng vấn để xin việc làm.

204. Cách tính điểm trong các trò chơi (như chơi bowling, hay chơi bài).

205. Tránh những vấn đề liên quan tới rượu và ma túy.

206. Tham gia vào hệ thống hành chánh.

207. Đọc các quảng cáo để tìm việc.

208. Viết thơ cho một người bạn.

209. Bảo cho các người thợ biết nên làm gì (như thợ sửa ống nước hay sửa xe).

210. Tính thuế bán.

211. Quyết định nên học lớp hướng nghiệp nào để sửa soạn cho nghề tương lai.

212. Nên đối xử như thế nào với người khác phái.

Dưới đây là sáu khả năng bạn có thể học trong các lớp học dành cho người lớn. Xin bạn cho biết bạn thấy mỗi khả năng quan trọng đối với bạn như thế nào bằng cách viết số 1 cạnh khả năng bạn muốn học trước tiên, số 2 cạnh khả năng bạn muốn học thứ nhì, số 3 cạnh khả năng bạn muốn học thứ ba, và số 4 cạnh khả năng bạn muốn học thứ tư.

__________Viết

__________Quyết định trong việc chọn lựa

__________Nói Nghe Nhớ

__________Thiết lập hệ thống giá trị và định hướng đi cho tương lai

__________Đọc

__________Toán

Sau đây là 6 khả năng người lớn có thể dùng trong đời sống hằng ngày. Xin bạn cho biết khả năng của bạn giỏi đến mức nào bằng cách viết số 1 cạnh khả năng bạn giỏi nhất, số 2 cạnh khả năng bạn giỏi thứ nhì, số 3 cạnh khả năng bạn giỏi thứ ba, và số 4 cạnh khả năng bạn giỏi thứ tư.

__________Viết

__________Quyết định trong việc chọn lựa

__________Nói Nghe Nhớ

__________Thiết lập hệ thống giá trị và định hướng đi cho tương lai

__________Đọc

__________Toán

Sau đây là một vài hình vẻ có thể được dùng trong các bản số xe và các bản cấm dọc đường tại tiểu bang Michigan để khuyến khích người lớn đi học thêm. Xin bạn nhìn kỹ các hình vẽ và cho biết bạn thích hình nào nhất.

Xin vẽ một chữ X vào hình vuông bên cạnh hình vẽ bạn thích nhất.

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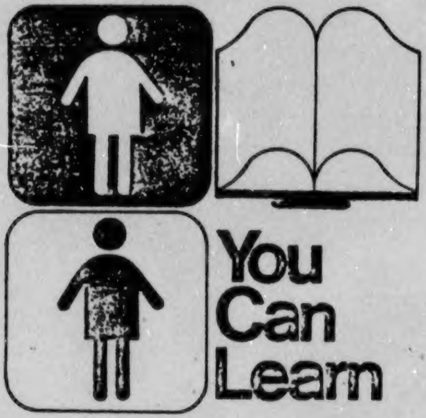
You
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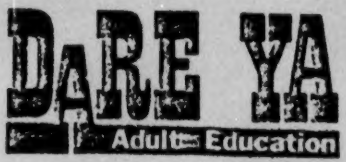
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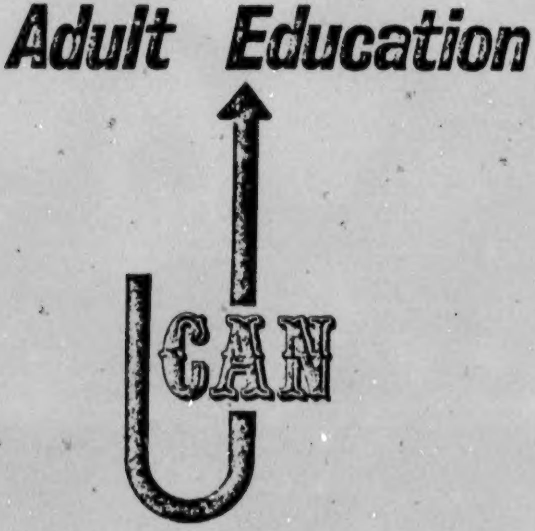
Adult Education

☐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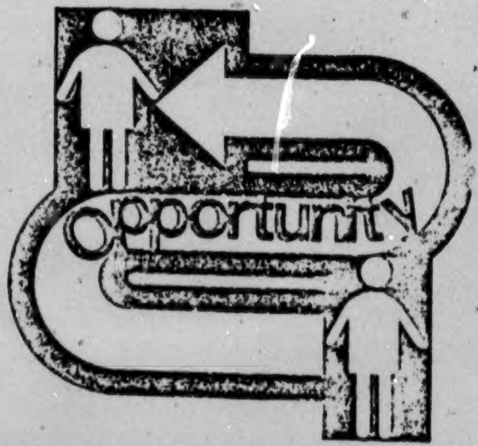
opportunity

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Sau đây là một vài hình vẽ có thể được dùng trong các bản số xe và các bản cắm dọc đường tại tiểu bang Michigan để khuyến khích người lớn đi học thêm. Xin bạn nhìn kỹ các hình vẽ và cho biết bạn thích hình nào nhất.

Xin vẽ một chữ X vào hình vuông bên cạnh hình vẽ bạn thích nhất.

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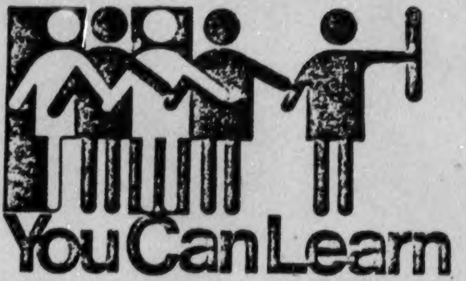
You Can Learn

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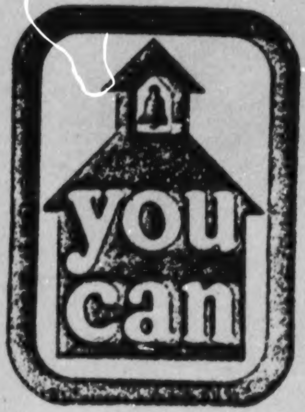

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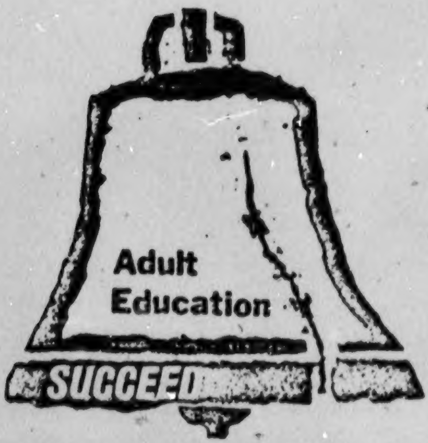
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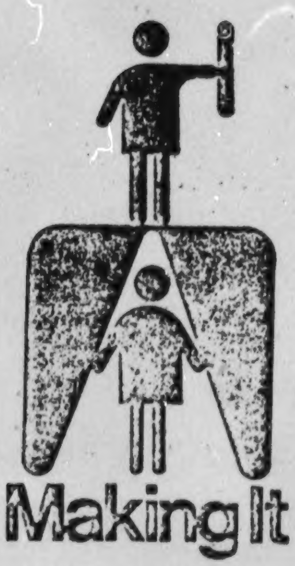

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Dưới đây là một vài hoạt động trong lớp mà giáo sư có thể hay không thể thực hiện trong các chương trình dạy cho người lớn. Bạn nên nhớ là không phải tất cả các hoạt động này đều có thể thực hiện trong lớp được, nhưng xin bạn cứ cho biết bạn muốn các hoạt động này nên được thực hiện chừng nào. Xin bạn vẽ một vòng tròn quanh số tương ứng với ý nghĩ của bạn về mỗi câu.

1	2	3	4
Không bao giờ	Đôi khi	thường thường	luôn luôn

Giao sư nên dùng chừng nào thì giờ trong lớp để:

1. Trả lời câu hỏi của bạn.
2. Đặt câu hỏi cho bạn.
3. Sửa các bài tập của bạn và giữ phòng học sạch sẽ.
4. Dùng radio, TV, và chiếu bóng trong lớp.
5. Dùng máy móc trong việc dạy (như máy tính, máy đọc phim).
6. Làm việc với từng nhóm nhỏ.
7. Giúp bạn thực tập các điều đang học.
8. Khen bạn vì những gì bạn làm trong lớp.
9. Để bạn chọn những gì bạn muốn học.
10. Tìm hiểu xem bạn khác với các sinh viên trẻ và những người lớn khác như thế nào.
11. Giúp bạn hoạch định chương trình học của bạn.
12. Chỉ cho bạn biết chương trình hướng nghiệp nào bạn có thể theo đuổi.
13. Giúp bạn giải quyết các vấn đề khó khăn trong gia đình.
14. Cho bạn biết khi bạn cần tiền bạn nên đi tìm giúp đỡ ở đâu.

16y

Dưới đây là một vài ý kiến của một số người. Xin bạn đọc kỹ các ý kiến này và cho biết bạn có thường hay nghĩ như vậy không. Xin bạn vòng số 1 nếu bạn nghĩ rằng ý kiến này không bao giờ đúng, số 2 nếu đúng một đôi khi, số 3 nếu thường thường đúng, và số 4 nếu luôn luôn đúng.

Bạn có thường hay nghĩ rằng:

1. Bạn biết bạn muốn gì trong chương trình giáo dục người lớn.
2. Chương trình giáo dục người lớn sẽ giúp bạn thành công trong đời.
3. Bạn sẽ áp dụng những gì bạn học trong chương trình giáo dục người lớn vào đời sống hằng ngày.
4. Các lớp học trong chương trình giáo dục người lớn quá khó.
5. Bạn dang học những gì bạn muốn học trong chương trình giáo dục người lớn.
6. Luôn luôn tiếp tục học hỏi là một điều quan trọng trong đời.
7. Bạn sẽ học giỏi trong chương trình giáo dục người lớn.
8. Giáo sư trong chương trình giáo dục người lớn vui trong công việc của họ.
9. Giáo sư trong chương trình giáo dục người lớn thích sinh viên lớn tuổi.
10. Giáo sư trong chương trình giáo dục người lớn mong mọi bạn học giỏi.

634

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17y

Sau đây không phải là những câu trả lời đúng hay sai. Xin bạn cho biết bạn nghĩ như thế nào về những ý nghĩ sau và vẽ một vòng tròn quanh chữ "True" nếu bạn thấy ý nghĩ đó gần với ý nghĩ của bạn, và vẽ một vòng tròn quanh chữ "False" nếu bạn thấy không gần với ý nghĩ của bạn một chút nào cả.

1. Tôi thường ước mong tôi là một người khác.
2. Tôi thấy nói trước một đám đông thật là khó.
3. Tôi muốn thay đổi tôi về một vài phương diện nếu tôi có thể.
4. Tôi có thể quyết định mà không thấy khó khăn lắm.
5. Ai cũng thích ở bên tôi vì tôi làm cho họ vui.
6. Ở nhà tôi rất dễ bực mình.
7. Tôi phải mất nhiều thì giờ mới thích hợp với cái gì mới.
8. Những người cùng tuổi với tôi rất thích tôi.
9. Gia đình tôi đòi hỏi tôi quá nhiều.
10. Cha mẹ tôi trọng tình cảm của tôi.
11. Tôi nhượng bộ một cách dễ dàng.
12. Rất khó cho tôi giữ nguyên con người của tôi.
13. Có nhiều chuyện rắc rối trong đời tôi quá.

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14s

Sau đây không phải là những câu trả lời đúng hay sai. Xin bạn cho biết bạn nghĩ như thế nào về những ý nghĩ sau và vẽ một vòng tròn quanh chữ "True" nếu bạn thấy ý nghĩ đó gần với ý nghĩ của bạn, và vẽ một vòng tròn quanh chữ "False" nếu bạn thấy không gần với ý nghĩ của bạn một chút nào cả.

14. Những người khác thường thường làm theo tôi.
15. Tôi đánh giá tôi rất kém.
16. Rất nhiều lần tôi muốn bỏ gia đình mà đi.
17. Tôi thường hay bực mình về công việc tôi làm.
18. Tôi không đẹp như nhiều người khác.
20. Ở nhà, gia đình tôi hiểu tôi.
21. Nhiều người được người khác thích hơn tôi.
22. Tôi thường thường cảm thấy như luôn luôn có cha mẹ thúc tôi sau lưng.
23. Tôi thường hay nản lòng khi làm việc gì.
24. Ít khi có gì làm tôi phiền lòng.
25. Tôi không phải là người để cho người khác tin cẩn.
26. Tôi luôn luôn nói sự thật.
27. Tôi thích mọi người tôi quen.

1. Làm sao bạn biết về các lớp học cho người lớn?
(Xin bạn vẽ một vòng quanh con số trước câu nào đúng với bạn)

1. Một người bà con cho biết.
2. Một người bạn hay láng giềng
3. Một người làm việc cho chương trình dạy người lớn điện thoại bạn hoặc tới thăm bạn và cho bạn biết.
4. Các người khác như: những người làm công tác xã hội, linh mục, mục sư.
5. Do tôi tìm ra.
6. Do radio
7. Do TV
8. Do đọc nhật báo.
9. Đọc các quảng cáo nhận được qua nhà bưu điện.
10. Các biển ở dọc đường.
11. Cơ quan lo tìm việc của Tiểu bang Michigan.
12. Nha Dịch Vụ Xã Hội.
13. Ở trường học.
14. Do những lý do khác, xin viết vào: ______________________

2. Nếu bạn không đi học lớp dành cho người lớn, tiền bạn đang lãnh có bị cúp không?
(vòng lại một chỗ mà thôi)

1. Vâng　　2. Không

3. Trong quá khứ đã bao giờ bạn tham gia một lớp học cho người lớn và bỏ cuộc?
(vòng lại một chỗ mà thôi)

1. Vâng　　2. Không

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4. Hiện nay tình trạng công việc của bạn ra sao? (Vòng lại trước câu nào thích hợp với bạn)

    1. Làm việc full-time (35 giờ hay nhiều hơn mỗi tuần)
    2. Làm việc part-time.(35 giờ hay ít hơn mỗi tuần)
    3. Không làm việc để làm tiền (vòng lại chỗ nào bạn thấy thích hợp với bạn)

        a. Về hưu
        b. Ở nhà lo việc nội trợ.
        c. Bị sa thải
        d. Bị tàn tật
        e. Thất nghiệp đã lâu rồi
        f. Chưa bao giờ có việc

5. Tài chánh của bạn do đâu mà đến (vòng lại chỗ nào bạn thấy thích hợp với bạn)

    1. Công việc của bạn.
    2. Công việc của chồng (hay vợ)
    3. ADC
    4. Welfare (gồm General Assistance--tiền phụ cấp xã hội tổng quát)
    5. Phụ cấp thất nghiệp
    6. Social Security Administration--tiền hưu của chính phủ.
    7. Bộ cựu quân nhân
    8. Các phụ cấp khác, xin viết vào ______________________________

6. Bạn đã sống trong khu vực bạn đang ở bao lâu rồi?

_____ _______năm

7. Bạn theo học chương trình giáo dục người lớn mấy tháng rồi?

_____ _______tháng

8. Khi bạn thôi học lúc trước bạn mấy tuổi? __________tuổi

9. Khi đi học trước bạn học đến lớp mấy? Lớp ___________

10. Ở nhà bạn, ngôn ngữ nào thường được dùng nhất?

1. Anh
2. Tây ban nha
3. Ả rập
4. Chaldion
5. Hy lạp
6. Việt Nam
7. Ý
8. Tiếng người da đỏ
9. Trung hoa
10. Đức
11. Ba Lan
12. Tiếng khác, xin viết vào

____

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11. Bạn sinh năm nào?

19______ ______

12. Bạn thuộc chũng tộc nào (vòng 1 chỗ thôi)

1. Đen
2. Trắng
3. Người nam mỹ châu
4. Á châu, người các đảo Thái bình dương
5. Người Mỹ da đỏ

13. Bạn thuộc phái nào?

1. Nữ   2. Nam

640

1363

2/a

S-1 — ARABIC

641

فيما يلى ستجد بعض العبارات التى تشير إلى أشياء قد تكون مهتماً أو غير مهتم
أن تتعلمها. أنظر من فضلك إلى كل عبارة ثم ضع دائرة حول الرقم أمام
العبارة إلى اليسار الذى يوضح حقيقة شعورك نحو كل منها.

لا أوافقه بشدة
لا أوافق
أوافق
أوافق بشدة

لدى الرغبة فى العمل الجاد لمدة طويلة لكى أتعلم كيف :

١٠١- أعرف محتويات الطعام الذى أتناوله بأن أقرأ
ما هو مكتوب على أغلفة الطعام . . . . . .

١٠٢ - أملأ استمارات المعونات المالية (مثل تعويضات البطالة ،
ADC) . . . .

١٠٣ - اشرح متطلبات العمل لعامل جديد . . .

١٠٤ - أعرف كيف أقدر تكاليف هواية أو عطلة ما.

١٠٥ - أعاون الأسرة فى أوقات الشدة (مثل الأمراض
الخطيرة أو الموت) . . . .

١٠٦ - أتعامل مع أناس يختلفون عنى . . .

١٠٧ - أقرأ الكتب التى تعلم مهارات جديدة فى العمل
(مثل الكتب التى تدرس فى فصول التدريب على الأعمال المختلفة)

١٠٨ - أضع كل أفكارى فى الكتابة . . . . . .

١٠٩ - أتحدث إلى أفراد الأسرة بدون جدال . .

١١٠ - أستخدم المقاييس المترية : مثل المتر واللتر والكيلومتر.

١١١ - أحمى نفسى من الغبن (عدم العدالة) فى العمل.

١١٢ - أقرر معتقداتى لنفسى (مثل: الأديان والخرافات).

612365

فيما يلي ستجد بعض العبارات التى تدل على أشياء ربما تعرف أو لا تعرف كيف تفعلها. أنظر من فضلك إلى كل عبارة ثم ضع دائرة على الرقم أمام العبارة إلى اليسار الذى يوضح حقيقة مشاعرك نحو كل منها.

لا أوافق بشدة
لا أوافق
أوافق
أوافق بشدة

إننى أعرف أن :

٢٠١ - أقرأ بعناية اعلانات الصحف والمجلات حتى أستطيع أن أكتشف مواطن الكذب فى هذه الاعلانات . . .

٢٠٢ - أملأ بطاقات التصويت 1

٢٠٣ - أقول الاجابة الصحيحة فى المقابلات الشخصية فى العمل . . 1

٢٠٤ - أحتفظ بمركزى فى المباريات الرياضية (مثل ألعاب النرد وأوراق اللعب). 1

٢٠٥ - أبتعد عن مشكلات الكحوليات والمخدرات 1

٢٠٦ - أشارك فى نظام حكومتنا 1

٢٠٧ - أقرأ الاعلانات الخاصة بمن يطلبون المساعدة 1

٢٠٨ - أكتب خطابا إلى صديق . . . .

٢٠٩ - أقول لعامل التصليح ماذا يفعل (مثل السباك وميكانيكى السيارات).

٢١٠ - أقدر ضرائب المبيعات . . . .

٢١١ - أقرر احتياجاتى من التدريب فى العمل . . . . .

٢١٢ - اختار السلوك الجنسى الملائم لى . . . . .

فيما يلي ستجد ٦ مهارات يمكن لك أن تتعلمها في فصول تعليم الكبار. اذكر لنا من فضلك مدى أهمية كل مهارة بالنسبة لك ثم ضع الرقم ١ أمام المهارة التي ترغب أن تتعلمها أولا، والرقم ٢ أمام المهارة التي ترغب أن تتعلمها ثانيا، والرقم ٣ أمام المهارة التي ترغب أن تتعلمها ثالثا، والرقم ٤ أمام المهارة التي ترغب أن تتعلمها رابعاً.

____ الكتابة

____ اتخاذ القرارات

____ التخاطب (التحدث)، الانصات (الاستماع)، والتذكر

____ تكوين القيم، وصياغة الأهداف

____ القراءة

____ الحساب

فيما يلي ستجد ٦ مهارات ربما يستخدمها الكبار في حياتهم اليومية. اذكر لنا من فضلك مدى قيامك فعلا بأداء هذه المهارات بأن تضع الرقم ١ أمام المهارة التي يمكنك أن تؤديها أحسن ما يمكن، والرقم ٢ أمام المهارة التي يمكن أن تؤديها بدرجة ثانية، والرقم ٣ أمام المهارة التي يمكنك أن تؤديها بدرجة ثالثة، والرقم ٤ أمام المهارة التي يمكن أن تؤديها بدرجة رابعة (درجة أقل).

____ الكتابة

____ اتخاذ القرارات

____ التخاطب (التحدث)، الانصات (الاستماع)، والتذكر

____ تكوين القيم، وصياغة الأهداف

____ القراءة

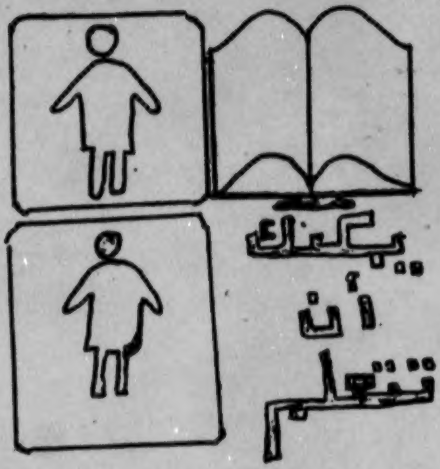
____ الحساب

فيما يلي ستجد بعض الصور التي يمكن استخدامها كملصقات وعلامات في ميتشجان لدعوة الطلاب الجدد لحضور فصول تعليم الكبار .

من فضلك أنظر إلى كل صورة جيداً واذكر لنا **أفضل صورة من وجهة نظرك**

ضع علامة "X" في المربع المقابل للصورة التي تفضلها :

☐


يمكنك
أن
تتعلم

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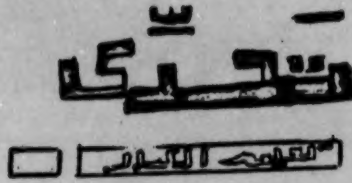
تحرك
تعليم الكبار

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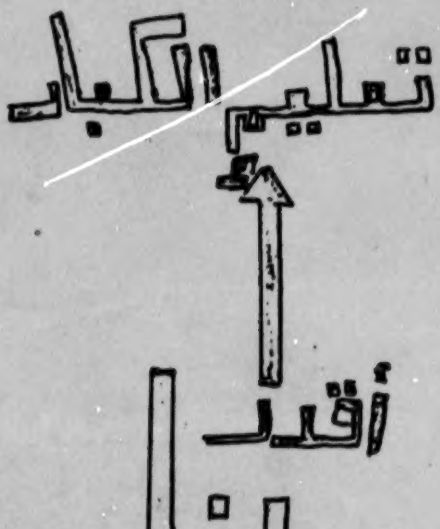
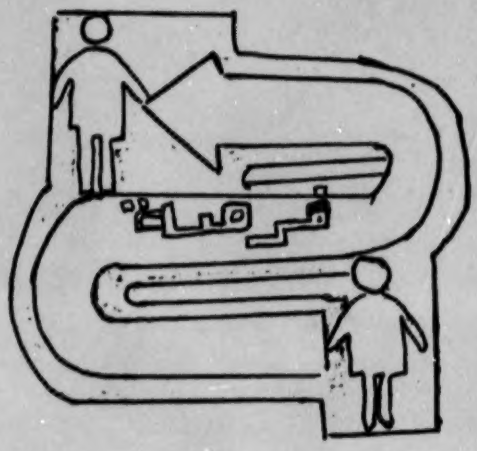

تعليم الكبار
أقدر
ن

☐



فيما يلي ستجد بعض الصور التي يمكن استخدامها كملصقات ، وعلامات في ميتشجان لدعوة الطلاب الجدد لحضور فصول تعليم الكبار.
من فضلك أنظر إلى كل صورة جيداً" واذكر لنا أفضل صورة من وجهة نظرك

ضع علامة "X" في المربع المقابل للصورة التي تفضلها :

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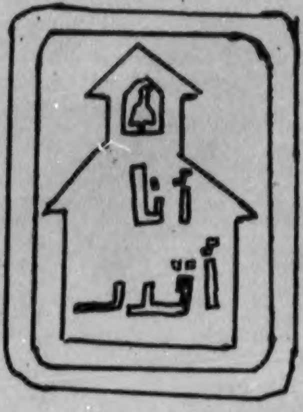

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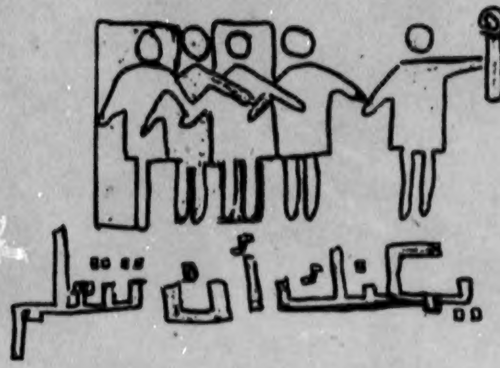
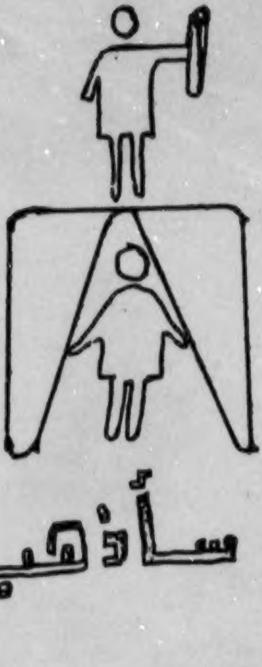

يمكنك أن تتعلم

☐



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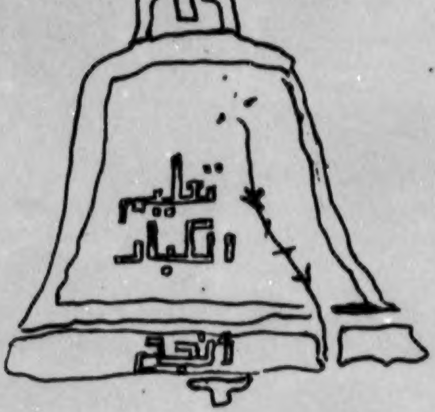
تعليم
الكبار
أنجح

فيما يلي مستجد بعض الصور التي يمكن استخدامها كملصقات ، وعلامات في ميتشجان لدعوة الطلاب الجدد لحضور فصول تعليم الكبار .

من فضلك أنظر إلى كل صورة جيداً واذكر لنا أفضل صورة من وجهة نظرك

ضع علامة "X" في المربع المقابل للصورة التي تفضلها :

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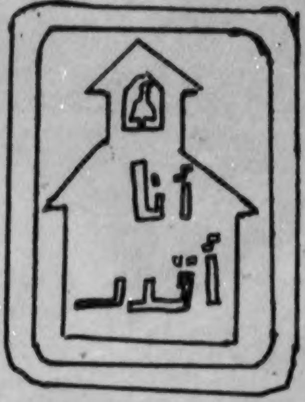

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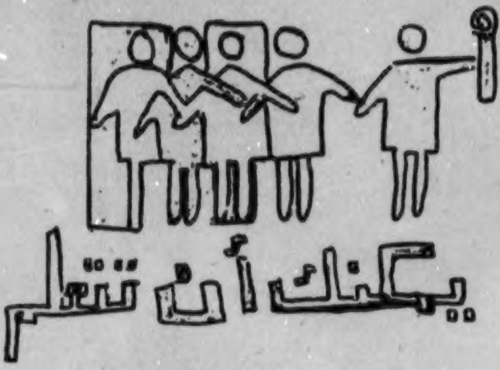
يمكنك أن تتعلم

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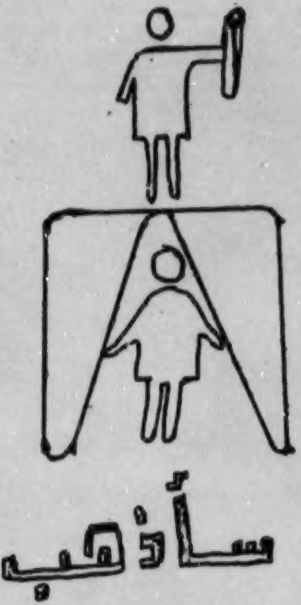

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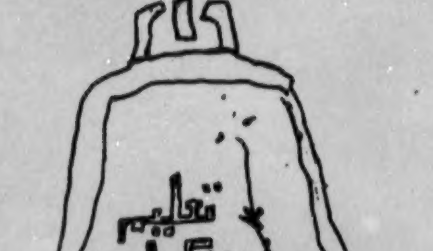
تعليم
الكبار

فيما يلى ستجد بعض الصور التى يمكن استخدامها كملصقات ، وعلامات فى ميتشجان لدعوة الطلاب الجدد لحضور فصول تعليم الكبار.

من فضلك "أنظر إلى كل صورة جيداً" واذكر لنا أفضل صورة من وجهة نظرك

ضع علامة "X" فى المربع المقابل للصورة التى تُفضّلها :

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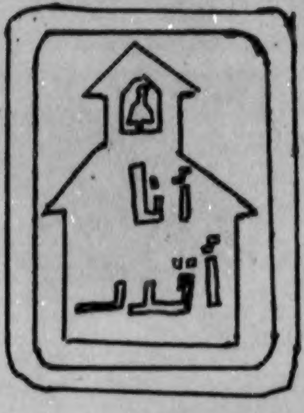

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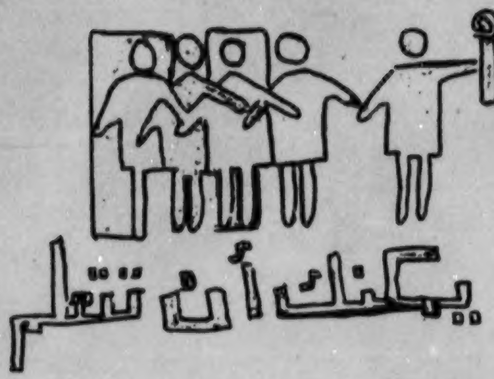
يمكنك أن تتعلم

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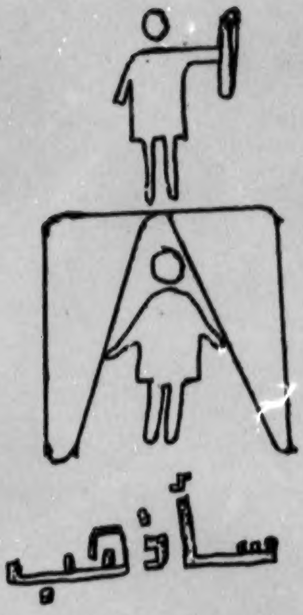

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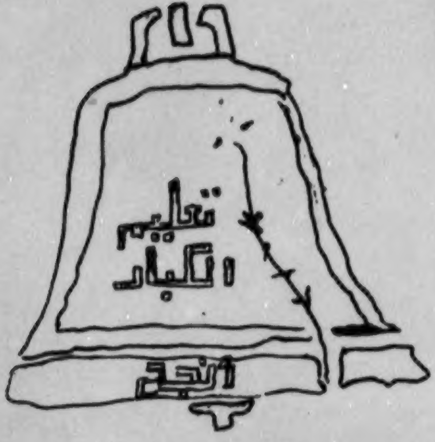
تعليم
الكبار
أنجح

فيما يلي ستجد بعض الصور التي يمكن استخدامها كملصقات، وعلامات في ميتشيجان لدعوة الطلاب الجدد لحضور فصول تعليم الكبار. من فضلك أُنظر إلى كل صورة جيداً واذكر لنا أفضل صورة من وجهة نظرك

ضع علامة "X" في المربع المقابل للصورة التي تُفضّلها :

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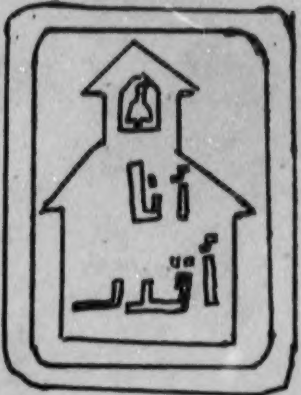

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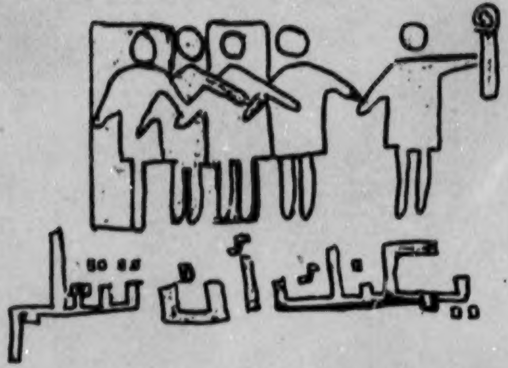
يمكنك أن تتعلم

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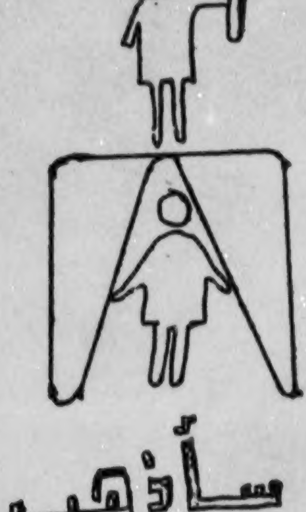

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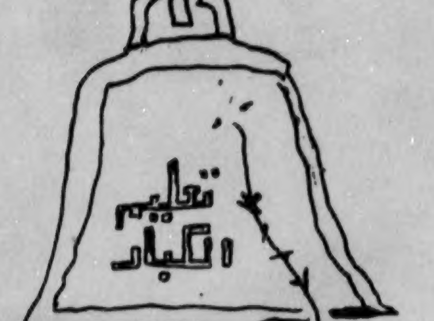
تعليم
الكبار
أنجح

فيما يلي مستجد لبعض الصور التي يمكن استخدامها كملصقات ، وعلامات في ميتشيجان لدعوة الطلاب الجدد لحضور فصول تعليم الكبار.

من فضلك أنظر إلى كل صورة جيداً" واذكر لنا أفضل صورة من وجهة نظرك

ضع علامة "X" في المربع المقابل للصورة التي تفضلها :

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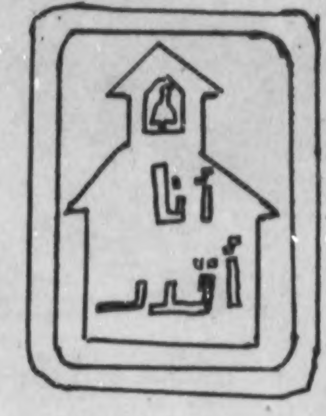

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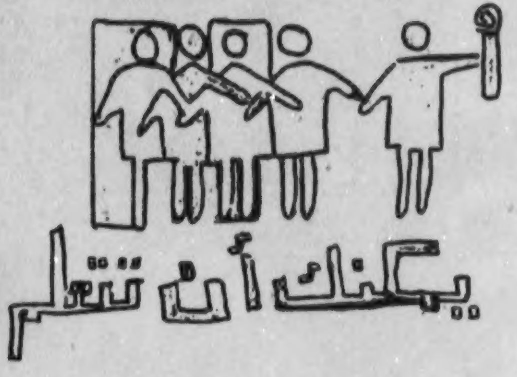
يمكنك أن تتعلم

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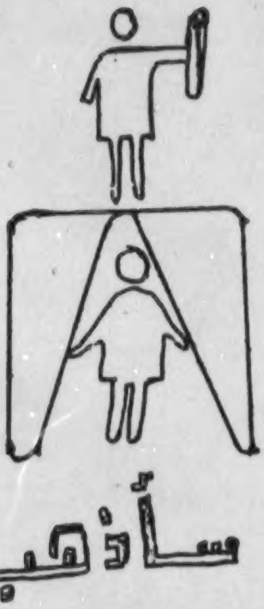

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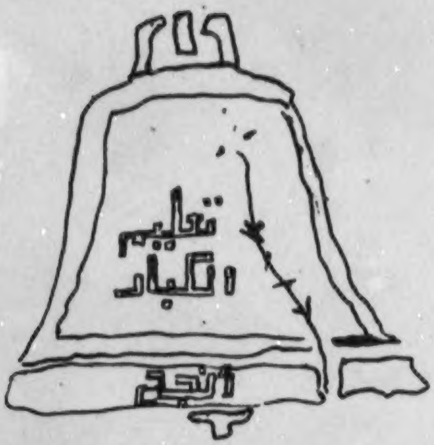
تعليم
الكبار
أنجح

فيما يلي سنجد بعض الأنشطة التي يمكن للمعلمين أن يجعلوها ضمن برامج تعليم الكبار. تذكر أن بعض الأنشطة قد لا تلائم وقت الفصل الدراسي.
اذكر لنا من فضلك مقدار وجوب ادخال هذه الأنشطة في الفصل الدراسي بأن تضع دائرة حول الرقم أمام العبارة إلى اليسار الذي يوضح شعورك نحو كل فكرة.

ماذا يجب على المعلم أن يستغل وقت الفصل الدراسي في   نادراً   أحياناً   غالباً   دائماً

١- إجابة أسئلتك - - - - - - - - - - - - -

٢- يسأل لك أسئلة - - - - - - - - - - - - -

٣- يصحح أوراقك ويحافظ على نظافة الحجرة - - - - -

٤- يستخدم المذياع والتليفزيون والسينما في الفصل الدراسي - - -

٥- يستخدم الآلات في التدريس (مثل الحاسب الالكتروني، القراءات المرئية).

٦- يعمل مع مجموعات صغيرة من المتعلمين الكبار - - - - - -

٧- يعاونك على التدرب على المهارات المختلفة - - - - -

٨- يمدحك على ما تفعله في الفصل الدراسي - - - - -

٩- يجعلك تختار ما تود أن تتعلمه - - - - - - - -

١٠- يمكنك من معرفة مدى اختلافك عن المتعلمين الصغار وغيرك من الكبار.

١١- يعاونك على تخطيط وتنظيم تعليمك - - - - - -

١٢- يشرح لك كيفية التدرب على الأعمال التي يمكنك الحصول عليها.

١٣- يعاونك على حل مشاكل الأسرة - - - - - -

١٤- يشرح لك كيف تحصل على المعونة عندما تحتاج إلى المال.

فيما يلى ستجد بعض الأفكار التى أحيانا يفكر فيها بعض الناس. أنظر من فضلك جيداً إلى كل فكرة واذكر لنا كيف تفكر غالبا فى كل منها بأن تضع دائرة حول الرقم ١ إذا كانت الفكرة غير صحيحة مطلقا من وجهة نظرك، والرقم ٢ إذا كانت الفكرة أحيانا صحيحة، والرقم ٣ إذا كانت غالبا صحيحة، والرقم ٤ إذا كانت دائماً صحيحة.

كيف تفكر غالبا فى :

أبداً أحياناً غالباً دائماً

١ - أنك تعرف ماذا تريد من برنامج تعليم الكبار ------

٢ - أن تعليم الكبار سوف يعاونك على النجاح فى الحياة ----

٣ - أنك ستستخدم ما تعلمته فى برنامج تعليم الكبار فى حياتك .. اليومية

٤ - أنه يعتبر هذا البرنامج لتعليم الكبار عملا صعبا ------

٥ - أنك تحصل على ما تريده من هذا البرنامج لتعليم الكبار ..

٦ - أنه من المهم أن تظل تتعلم طوال حياتك -----

٧ - أنك ستؤدى أداء جيدا فى هذا البرنامج لتعليم الكبار .

٨ - أن المعلمين فى برنامج تعليم الكبار سعداء فى عملهم .

٩ - أن المعلمين فى برنامج تعليم الكبار شأنهم كشأن المتعلمين الكبار.

١٠ - أن المعلمين سيتوقعون منك أن تؤدى أداء جيدا فى الفصل الدراسى فى برنامج تعليم الكبار .

لا توجد إجابة صحيحة وأخرى خاطئة. اذكر لنا من فضلك شعورك نحو كل فكرة بأن تضع دائرة حول كلمة (صواب) أو كلمة (خطأ) المقابلة لكل عبارة.

١- أتمنى غالبا لو كنت شخصا آخر .... صواب خطأ

٢- أجد صعوبة شديدة فى التحدث أمام مجموعة من الناس ..... صواب خطأ

٣- توجد أشياء كثيرة فى نفسى أتمنى لو أستطيع تغييرها ...... صواب خطأ

٤- أستطيع أن أُعمل عقلى (أقرر) بدون أى اجهاد ...... صواب خطأ

٥- أرتاح كثيرا إلى نفسى .... صواب خطأ

٦- أشعر بالضيق بسهولة فى المنزل .... صواب خطأ

٧- أستغرق وقتا طويلا كى أعتاد على أى شئ جديد .... صواب خطأ

٨- أتمتع بشعبية مع من هم فى مثل سنى .... صواب خطأ

٩- يتوقع من أعيش معهم فى المنزل منى أشياء كثيرة .... صواب خطأ

١٠- عادة يحترم والدى مشاعرى .... صواب خطأ

١١- أخفق بسهولة .... صواب خطأ

١٢- لا أرتاح بسهولة إلى نفسى .... صواب خطأ

١٣- حياتى تعتبر مجموعة من المشاكل المتشابكة ...... صواب خطأ

لا توجد إجابة صحيحة وأخرى خاطئة ، اذكر لنا من فضلك شعورك نحو كل فكرة بأن تضع دائرة حول كلمة (صواب) أو كلمة (خطأ) المقابلة لكل عبارة .

١٤- عادة يتبع الناس الآخرين أفكاري .... صواب خطأ

١٥- لدى فكرة بسيطة عن نفسي .... صواب خطأ
(ضئيلة)

١٦- توجد أوقات كثيرة أتمنى فيها أن أترك المنزل .... صواب خطأ

١٧- غالبا أشعر بضيق من عملي الذي أؤديه .... صواب خطأ

١٨- لست وسيما كمعظم الناس .... صواب خطأ

١٩- عادة أقول ما أود أن أقوله .... صواب خطأ

٢٠- يفهمني أفراد أسرتي في المنزل .... صواب خطأ

٢١- معظم الناس محبوبون أكثر مني .... صواب خطأ

٢٢- أشعر أحيانا كما لو أن والدي يضغطون علي .... صواب خطأ

٢٣- أشعر غالبا بأنني غير متشجع لما أفعله .... صواب خطأ

٢٤- عادة لا يضايقني شئ .... صواب خطأ

٢٥- لا أستطيع أن أكون معتمداً على غيري .... صواب خطأ

٢٦- دائماً أقول الصدق .... صواب خطأ

٢٧- أحب كل من أعرفه .... صواب خطأ

① كيف حصلت على معلومات عن فصول تعليم الكبار.
(ضع دائرة حول ما ينطبق عليك)

١- أحد الأقارب.
٢- أحد الأصدقاء أو أحد الجيران.
٣- واحداً ممن يحضرون فصول تعليم الكبار اتصل بك تليفونيا أو حضر لزيارتك.
٤- واحداً ممن يعاونون الناس (مثل الاخصائيين الاجتماعيين، قسيس ...).
٥- فكرتي الشخصية.
٦- الراديو.
٧- التليفزيون.
٨- الصحف.
٩- الإعلانات التي ترسل بالبريد.
١٠- اعلانات الحائط.
١١- لجنة أمن العمل بميتشجان (MESC)
١٢- ادارة الخدمات الاجتماعية (DSS)
١٣- المدارس النظامية.
١٤- وسائل أخرى (إذا وجدت): ____________________

② هل يتوقف عليك وسائل الحصول على المال إذا ما انقطعت عن الحضور إلى فصول تعليم الكبار (ضع دائرة حول واحدة فقط)

١. نعم ٢. لا

③ هل سبق لك الحضور إلى فصول تعليم الكبار ثم فُصِلت (ضع دائرة حول واحدة فقط)

١. نعم ٢. لا

④ ما هو موقفك في العمل الآن ؟ (ضع دائرة حول كل ما ينطبق عليك)

١. أعمل بأجر كامل (٣٥ ساعة أو أكثر في الأسبوع)

٢. أعمل بأجر جزء من الوقت (٣٠ ساعة أو أقل كل أسبوع)

٣. لا أعمل بأجر (ضع دائرة حول ما ينطبق عليك)

أ- محال إلى المعاش.

ب- ربة أسرة أو مشرف على المنزل

ج- غير ثابت على عمل واحد

د- غير قادر (عاجز)

هـ- لم أحصل على عمل منذ مدة طويلة

و- لم أحصل على عمل مطلقا

⑤ ما هو مصدر دخلك (ضع دائرة حول كل ما ينطبق عليك)

١. عملك

٢. عمل زوجتك/ زوجك

٣. معونات الأطفال (ADC)

٤. المعونات الحكومية (بما فيها المساعدات العامة)

٥. تعويضات البطالة.

٦. ادارة الأمن الاجتماعي.

٧. ادارة الجيش

٨. مصادر أخرى (إذا وجدت) ________

⑥ منذ كم عاما تسكن فى هذا الحى ؟

______ عام

⑦ منذ كم شهراً سجلت اسمك فى برنامج تعليم الكبار ؟

شهراً

⑧ كم كان عمرك عندما انقطعت عن المدرسة النظامية ؟

عاماً

⑨ ما هو أعلى فصل دراسى انتهيت منه فى المدرسة النظامية ؟

⑩ ما هى اللغة التى تتحدث بها (غالبا) أسرتك فى المنزل ؟
(ضع دائرة حول واحدة فقط)

١. الانجليزية
٢. الأسبانية
٣. العربية
٤. الكلدانية
٥. اليونانية
٦. الفيتنامية
٧. الإيطالية
٨. أمريكي هندى (أمريكي أصلي)
٩. الصينية
١٠. الألمانية
١١. البولندية
١٢. لغات أخرى (إذا وجدت) :

⑪ ما هي سنة ميلادك

١٩.........

⑫ ما هو جنسك (ضع دائرة حول واحدة فقط)

١- أسود
٢- أبيض
٣- روماني، أسباني
٤- أسيوي - من جذر الباسيفيكي.
٥- أمريكي هندي

⑬ ما هو نوعك (ضع دائرة حول واحدة فقط)

١- أنثى   ٢- ذكر

S-1 — ITALIAN

Qui sotto sono elencate alcune cose di cui potreste o non potreste interessarvi di imparare. Dopo averle esaminate una per una, mettete un cerchio sul numero che meglio riflette il vostro parere.

Sono disposto a lavorare sodo e molto tempo per imparare a:

		NO,AFFATTO	NO	SI	SI,CERTO
101.	Calcolare cosa c'è nei cibi in scatola leggendo le confezioni	1	2	3	4
102.	Riempire i moduli per l'assistenza finanziaria (esempi: sussidi di disoccupazione, ADC)	1	2	3	4
103.	Spiegare un lavoro a un nuovo operaio, quando è assunto	1	2	3	4
104.	Calcolare il costo di un hobby o di una vacanza	1	2	3	4
105.	Aiutare la famiglia in tempi difficili (esempi: malattia grave, morte di una persona amata)	1	2	3	4
106.	Andare d'accordo con persone differenti da me	1	2	3	4
107.	Leggere libri che insegnino come specializzarsi in un nuovo lavoro (esempio: libri usati in un corso di perfezionamento)	1	2	3	4
108.	Mettere per iscritto i miei pensieri	1	2	3	4
109.	Parlare coi membri della famiglia senza litigare	1	2	3	4
110.	Usare il sistema metrico decimale: metri, litri e kilometri	1	2	3	4
111.	Proteggermi contro l'ingiustizia al posto di lavoro	1	2	3	4
112.	Decidere cosa credere (esempi: religioni, superstizioni)	1	2	3	4

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Qui sotto sono elencate alcune cose che potreste o non potreste sapere già come fare. Dopo averle esaminate una per una, mettete un cerchio sul numero che meglio riflette il vostro parere.

	So già come:	NO, AFFATTO	NO	SI	SI, CERTO
201.	Leggere la pubblicità sui giornali e sulle riviste con attenzione sufficiente per scoprire le bugie	1	2	3	4
202.	Riempire i moduli di iscrizione nelle liste elettorali	1	2	3	4
203.	Parlare a proposito in un colloquio con il datore di lavoro	1	2	3	4
204.	Segnare i punti durante le partite (esempi: bowling, carte)	1	2	3	4
205.	Evitare problemi connessi con l'uso di bevande alcoliche o droghe	1	2	3	4
206.	Partecipare nel nostro sistema di governo	1	2	3	4
207.	Leggere le offerte d'impiego	1	2	3	4
208.	Scrivere una lettera a un amico	1	2	3	4
209.	Dire agli aggiustatori cosa fare (esempi: idraulici, meccanici)	1	2	3	4
210.	Calcolare le imposte sull'entrata	1	2	3	4
211.	Decidere quale corso di perfezionamento mi occorre	1	2	3	4
212.	Scegliere quale comportamento sessuale e piu adatto per me	1	2	3	4

661 1384

Sono elencate qui sotto sei skills (=abilità o qualifiche professionali) che potresti imparare nei corsi per adulti. Vuoi dirci, per piacere, quanto importante ciascuna skill è per te mettendo 1 davanti alla skill che desideri imparare per primo, 2 davanti alla skill che desideri imparare per secondo, 3 davanti alla skill che desideri imparare per terzo, 4 davanti alla skill che desideri imparare per quarto.

________Scrivere
________Fare Decisioni
________Parlare Ascoltare Ricordare

________Formare Valori e stabilire Obiettivi
________Leggere
________Aritmetica

Sono elencate qui sotto sei skills che gli adulti potrebbero usare nella loro vita quotidiana. Vuoi dirci con quanta facilità puoi già eseguire ciascuna skill scrivendo 1 davanti alla skill che sai fare meglio, 2 davanti alla skill che sai fare per secondo, 3 davanti alla skill che sai fare per terzo, e 4 davanti alla skill che sai fare per quarto.

________Scrivere
________Fare Decisioni
________Parlare Ascoltare Ricordare

________Formare Valori e Stabilire Obiettivi
________Leggere
________Aritmetica

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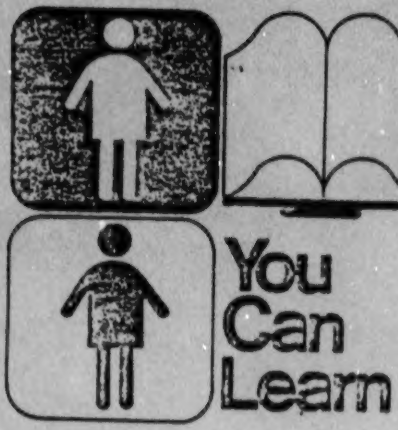
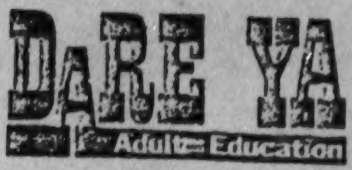
Ecco alcuni disegni che potrebbero essere usati sulle etichette incollate sui paraurti delle macchine o sui cartelli per le affissioni nello stato di Michigan per invitare i nuovi studenti a frequentare i corsi per adulti. Osservate con attenzione ciascun disegno e diteci quale vi piace di più.

Mettere una "X" nel quadretto accanto al disegno che vi piace di più:

☐


You
Can
Learn

☐


DaRE YA
Adult Education

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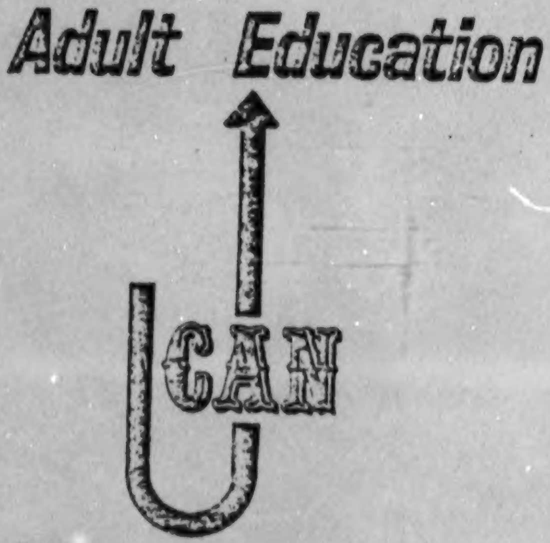
Adult Education
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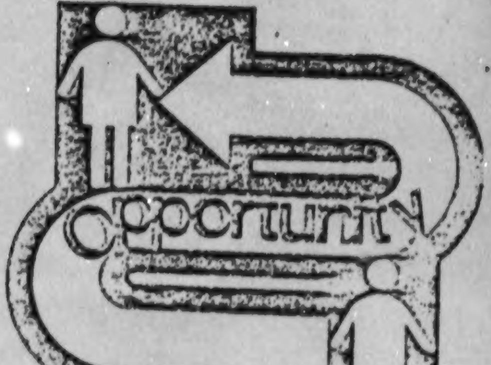
Opportunity

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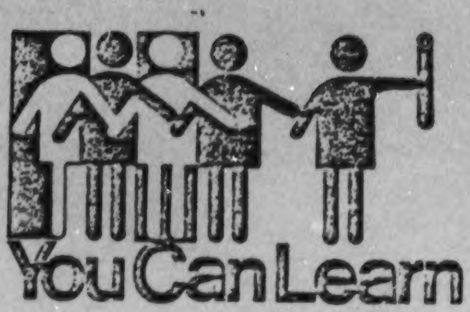
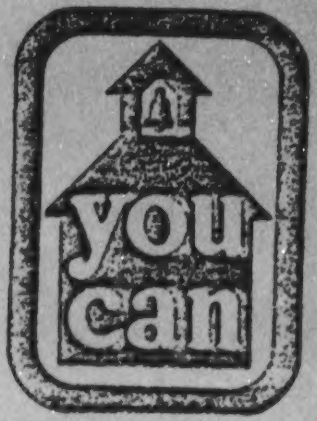
Ecco alcuni disegni che potrebbero essere usati sulle etichette incollate sui paraurti delle macchine o sui cartelli per le affissioni nello stato di Michigan per invitare i nuovi studenti a frequentare i corsi per adulti. Osservate con attenzione ciascun disegno e diteci quale vi piace di più.

Mettete una "X" nel quadretto accanto al disegno che vi piace di più:

☐


You Can Learn

☐



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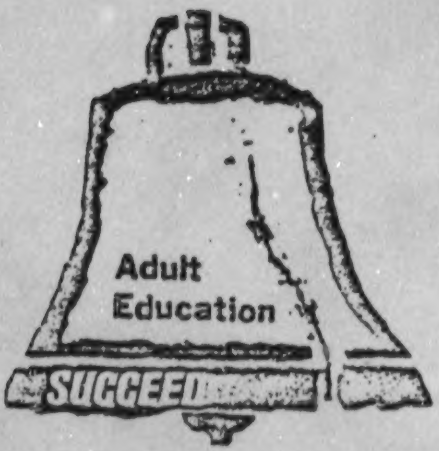
Adult Education
SUCCEED

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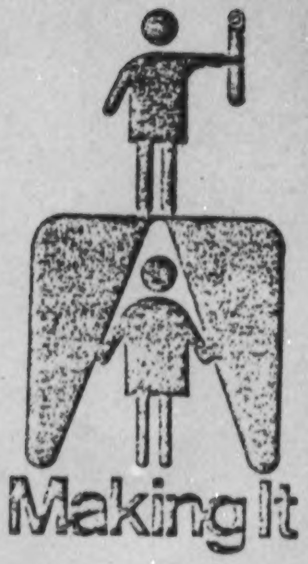

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Qui sotto sono elencate alcune attività scolastiche che gli insegnanti potrebbero o non potrebbero includere nei corsi per gli adulti. Tenendo presente che non è possibile fare tutte queste cose in classe, dite quanto tempo dovrebbe essere assegnato durante l'ora della lezione per ciascuna attività. Mettete un cerchio sul numero che meglio riflette il vostro parere.

Quante volte il vostro insegnante dovrebbe usare l'ora della lezione per:		MAI	TALVOLTA	SPESSO	SEMPRE
1.	Rispondere alle vostre domande	1	2	3	4
2.	Farvi delle domande	1	2	3	4
3.	Correggere i vostri compiti e tenere la stanza in ordine	1	2	3	4
4.	Usare la radio, la T.V. e i film in classe	1	2	3	4
5.	Usare strumenti meccanici per l'insegnamento (esempi: calcolatori, video-lettori)	1	2	3	4
6.	Lavorare con piccoli gruppi di allievi adulti	1	2	3	4
7.	Aiutarvi a esercitare gli skills	1	2	3	4
8.	Lodarvi per quello che fate in classe	1	2	3	4
9.	Farvi scegliere quello che volete imparare	1	2	3	4
10.	Capire quanto diversi siete dai giovani allievi e da altri adulti	1	2	3	4
11.	Aiutarvi a progettare i vostri studi	1	2	3	4
12.	Informarvi sul corso di perfezionamento che potete frequentare	1	2	3	4
13.	Aiutarvi a risolvere problemi di famiglia	1	2	3	4
14.	Dirvi dove rivolgersi per aiuti finanziari in caso di necessità	1	2	3	4

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16y

Sono elencate qui sotto alcune idee cui la gente talvolta pensa. Esaminate ciascuna idea con attenzione e diteci quante volte pensate a ciascuna idea. Mettete un cerchio su 1 se ritieni che l'idea non è mai vera, su 2 se è talvolta vera, su 3 se è spesso vera, e su 4 se è sempre vera.

Quante volte pensi che:	MAI	TAVOLTA	SPESSO	SEMPRE
1. Sai cosa vuoi imparare dalla scuola per adulti	1	2	3	4
2. La scuola per adulti ti aiuterà a "sfondare nella vita"	1	2	3	4
3. Userai nella vita quotidiana quello che impari nei corsi per adulti	1	2	3	4
4. Il lavoro in questa scuola per adulti è molto pesante	1	2	3	4
5. Ricevi quello che vuoi da questi corsi per adulti	1	2	3	4
6. È importante che continui a imparare per tutta la vita	1	2	3	4
7. Farai progressi in questa scuola per adulti	1	2	3	4
8. Gli insegnanti della scuola per adulti sono soddisfatti del loro lavoro	1	2	3	4
9. Agli insegnanti della scuola per adulti piacciono gli allievi adulti	1	2	3	4
10. Gli insegnanti della scuola per adulti esigono che farai progressi in classe	1	2	3	4

666 1389

Non ci sono né risposte giuste né sbagliate. Dite che cosa voi pensate di ciascuna idea mettendo un cerchio su Vero o Falso accanto a ciascuna frase.

1. Vorrei spesso essere qualcun altro — Vero — Falso

2. Mi viene difficile parlare davanti a un gruppo — Vero — Falso

3. Ci sono molte cose di me che vorrei cambiare se potessi — Vero — Falso

4. Non posso decidermi senza troppa difficoltà — Vero — Falso

5. Sono un tipo molto divertente — Vero — Falso

6. In casa, mi arrabio facilmente — Vero — Falso

7. Ci vuole molto tempo per abituarmi a qualcosa di nuovo — Vero — Falso

8. Sono ben voluto dalla gente della mia età — Vero — Falso

9. In casa, pretendono molto da me — Vero — Falso

10. Di solito, i miei genitori hanno rispetto per i miei sentimenti — Vero — Falso

11. Mi arrendo molto facilmente — Vero — Falso

12. E' molto duro essere me stesso — Vero — Falso

13. Le cose sono confuse nella mia vita — Vero — Falso

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14 5

Non ci sono né risposte giuste né sbagliate.
Dite che cosa voi pensate di ciascuna idea
mettendo un cerchio su Vero o Falso accanto
a ciascuna frase.

14. Di solito, gli altri seguono le mie idee Vero Falso

15. Ho un cattivo concetto di me stesso Vero Falso

16. Ci sono molti momenti in cui vorrei scappare di casa Vero Falso

17. Il lavoro che faccio mi da spesso ai nervi Vero Falso

18. Non ho la bella presenza che trovo negli altri Vero Falso

19. Se ho qualcosa da dire, abitualmente la dico Vero Falso

20. In casa, la mia famiglia mi capisce Vero Falso

21. La maggior parte della gente è più simpatica di me Vero Falso

22. Di solito, ho avuto l'impressione che i miei genitori facevano pressioni su di me Vero Falso

23. Spesso mi scoraggio a quello che faccio Vero Falso

24. Di solito, le cose non mi danno fastidio Vero Falso

25. Non sono un tipo su cui si può contare Vero Falso

26. Dico sempre la verità Vero Falso

27. Mi piacciono tutti quelli che conosco Vero Falso

1. Come hai saputo dei corsi per adulti?
(Metti un cerchio sul numero che corrisponde al tuo caso)

   1. Un parente
   2. Un amico o vicino di casa.
   3. Qualcuno della scuola per adulti che ha telefonato o è venuto a visitarmi
   4. Le persone che aiutano (esempi: assistenti sociali, prete/pastore)
   5. Una mia idea
   6. Radio
   7. La TV (tivvù)
   8. Giornali
   9. Notificazioni per posta
   10. Cartelli e tabelloni
   11. Commissione di Controllo sul Collocamento in Michigan (MESC)
   12. Dipartimento di Servizi Sociali (DSS)
   13. Scuola regolare, di giorno
   14. Altro, scrivere: ______________________________

2. E' vero che non riceverai più denaro se non frequenterai più i corsi per adulti?
(Segnare con un cerchio soltanto un numero)

1. Sì   2. No

3. In passato, hai mai iniziato un corso per adulti e poi hai lasciato?
(Segnare con un cerchio soltanto un numero)

1. Si   2. No

4. Al presente, qual'è la tua situazione di lavoro?
(Segnare con un cerchio il numero che corrisponde al tuo caso)

1. Lavoro a pieno impiego (35 ore o più per settimana)

2. Lavoro a mezzo impiego (35 ore o meno per settimana)

3. Non lavoro per essere pagato
(Mettere un cerchio sulla lettera che corrisponde al tuo caso)

a. Pensionato

b. Casalingo

c. Licenziato

d. Invalido

e. È da molto tempo che non ho un lavoro

f. Non ho mai ottenuto un impiego

5. Da dove proviene il tuo reddito?
(Metti un cerchio sul numero che corrisponde al tuo caso)

1. Il mio impiego

2. Il lavoro del marito o della moglie

3. ADC (Assistenza per i figli a carico)

4. Assistenza Sociale (inclusa l'Assistenza Generale)

5. Sussidi di disoccupazione

6. Programma di Providenza Sociale

7. Associazione ex combattenti

8. Altro, scrivere: ____________________

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6. Da quanti anni abiti in questo quartiere?

______ ______ Anni

7. Da quanti mesi ti sei iscritto alla scuola per adulti?

______ ______ Mesi

8. A che età ti sei ritirato dalla scuola regolare?

______ ______ Età

9. Qual è l'anno di corso che hai completato alla scuola regolare?

______ ______ Classe

10. In casa, qual'è la lingua che la tua famiglia parla più spesso? (Mettere un cerchio sul numero che corrisponde al tuo caso)

1. Inglese
2. Spagnolo
3. Arabo
4. Caldeo
5. Greco
6. Vietnamese
7. Italiano
8. Indiano Americano Indigeno
9. Cinese
10. Tedesco
11. Polacco
12. Altre, scrivere: ____________

____

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11. In quale anno sei nato?

19___ ____

12. Qual è la tua razza?
(Metti un cerchio sul numero che corrisponde al tuo caso)

1. Negra

2. Bianca

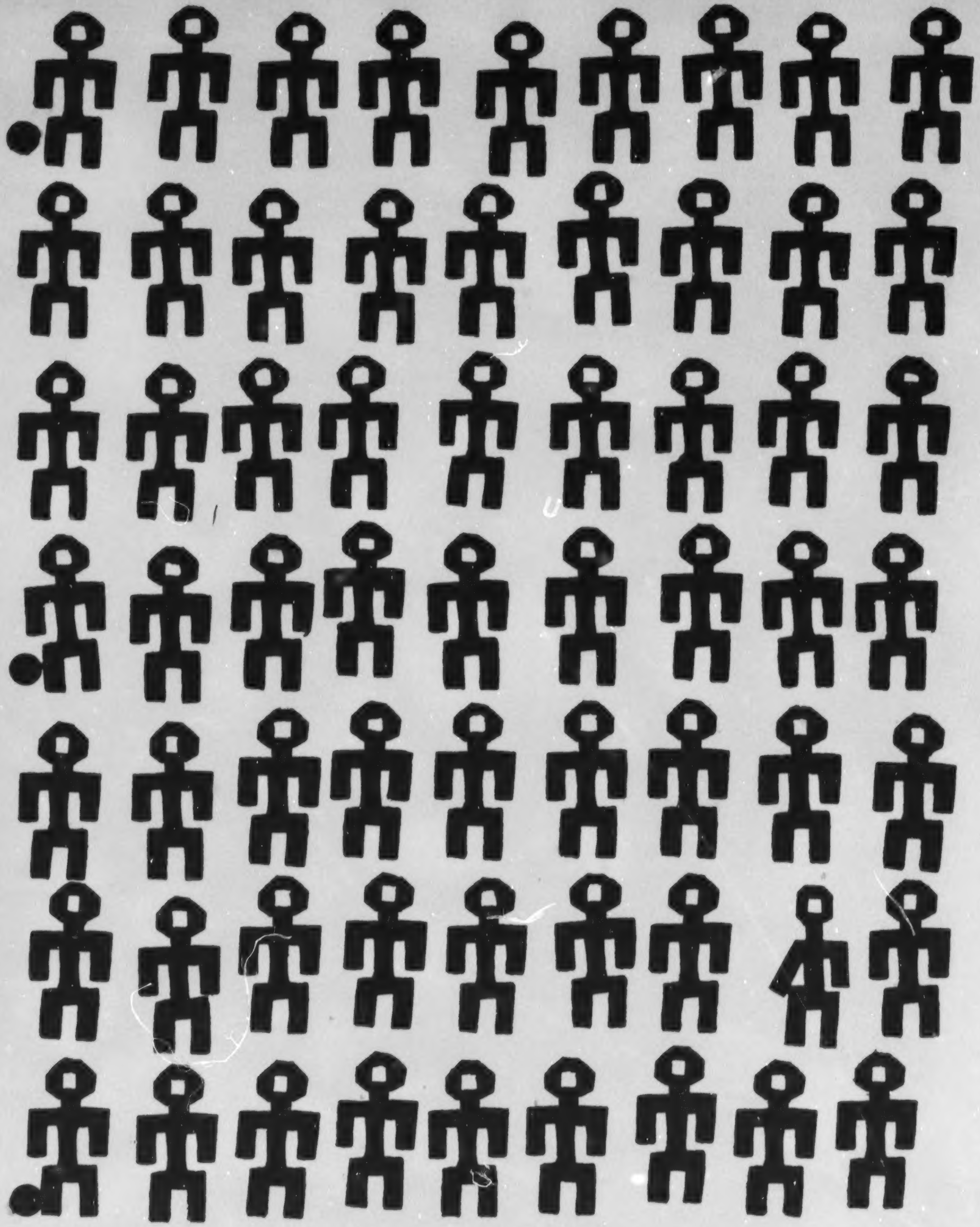
3. Latina, Spagnola

4. Asiatica, Isole del Pacifico

5. Indiana Americana

13. Qual'è il tuo sesso?
(Metti un cerchio su un numero soltanto)

1. Femminile 2. Maschile



WE CARE WHAT YOU THINK

673 1396

S-2—Translated Versions

DEAR ABE TEACHER:

WE NEED YOUR HELP IN GATHERING ACCURATE INFORMATION ABOUT THE WANTS AND NEEDS OF ADULT LEARNERS. WE HOPE YOU WILL BE WILLING TO READ THIS ENTIRE SURVEY OUT LOUD IN ENGLISH TO THE CLASS. PLEASE ADMINISTER THE SURVEY USING THE FOLLOWING STANDARDIZED DIRECTIONS.

1. Plan about one hour for the survey.
2. Don't start until the class is really settled in.
3. Close the door and put up a "Do Not Disturb" sign.
4. Separate adult learners as much as possible.
5. Help adult learners relax by assuring them that this survey is not a test and that you will be reading it out loud as they go through it.
6. If you are surveying ESL adult learners, refer to the translated version for occasional help with Spanish, Vietnamese, Arabic or Italian.
7. Minimize the disturbance of late coming adult learners by letting them miss the previous part and starting where the class is.
8. Have the students begin the survey together and stay together, line by line. Make it clear when you change pages.
9. Remind the adult learners that we really want to know their own individual opinions; not what they think others want to hear. In Part One, for instance, they may or may not be willing to work very hard and long to learn certain tasks.
10. Encourage adult learners to answer every question according to the directions on that particular page. Repeat instructions, lead-in sentences and response numbers often. Emphasize underlined words.
11. Circulate around the classroom to check that everyone is doing alright, especially when the response pattern changes.
12. Keep the oral reading pace steady by discouraging long questions and peer discussions.
13. Encourage adult learners to complete the demographic questions at the end of the survey. This information is critical in identifying significant findings among or between groups.
14. Have adult learners seal completed surveys, using seals provided.
15. Collect surveys and return to your ABE administrator.

THANK YOU FOR HELPING WITH, AND PARTICIPATING IN, A STUDY IMPORTANT TO ALL OF US WHO WANT TO SERVE AN EDUCATIONAL BENEFIT TO THE PUBLIC.

S-2 — SPANISH

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Balian, Project Specialist
Margaret L. Dickinson, Project Specialist

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A CONTINUACION LE PRESENTAMOS UN LISTADO DE COSAS QUE USTED PUEDE O NO ESTAR INTERESADO EN APRENDER. POR FAVOR LEA CADA RENGLON Y MARQUE CON UN CIRCULO EL NUMERO QUE MEJOR INDIQUE COMO USTED SE SIENTE CON RESPECTO A CADA RENGLON.

YO ESTOY DISPUESTO A DEDICAR TIEMPO
Y ESFUERZO PARA APRENDER COMO:

301. USAR UNA MAQUINA O TARJETA DE VOTACION 1 2 3 4

302. HACER EL PAPELEO DE UN TRABAJO (EJEMPLO: SOLICITUDES DE VENTA, ORDENES DE TRABAJO ..

303. HABLAR ACERCA DE SENTIMIENTOS E IDEAS A AMIGOS ....

304. UTILIZAR EL DINERO PROPIAMENTE SACANDO EL PRESUPUESTO DE LA FAMILIA ....

305. DEFENDER MIS DERECHOS LEGALES EN CASO DE SER ARRESTADO O DEMANDADO ....

306. COOPERAR CON OTROS PARA TENER EXITO EN EL TRABAJO ....

307. LEER LIBROS POR DIVERSION ....

308. LLENAR FORMULARIOS EN UNA CLINICA PARA LA SALUD O EN LA OFICINA DEL DOCTOR...........

309. DAR DIRECCIONES A ALGUIEN UTILIZANDO NORTE, SUR, ESTE, OESTE ....

310. UTILIZAR HERRAMIENTAS DE MEDICION EN EL TRABAJO, CUANDO SE ES EMPLEADO................

311. DECIDIR COMO UTILIZAR EL TIEMPO LIBRE DE MANERA INTELIGENTE ....

312. DECIDIR COMO ME SIENTO ACERCA DEL CONTROL DE LA NATALIDAD ....

676 1399

A CONTINUACION LE PRESENTAMOS UN LISTADO DE COSAS QUE USTED PUEDE O NO SABER COMO HACERLAS. POR FAVOR LEA CADA RENGLON Y MARQUE CON UN CIRCULO EL NUMERO QUE MEJOR INDIQUE COMO USTED SE SIENTE CON RESPECTO A CADA RENGLON.

YO SE COMO:

401. LEER AVISOS DE PERIODICOS Y REVISTAS CON SUFICIENTE CUIDADO COMO PARA DARME CUENTA DE ENGAÑOS 1 2 3 4

402. LLENAR FORMULARIOS DE REGISTRO PARA VOTAR .....

403. DECIR LAS COSAS QUE DEBO EN UNA ENTREVISTA DE TRABAJO ....

404. LLEVAR REGISTRO DE LA PUNTUACION EN JUEGOS (EJEMPLO: BOWLING, CARTAS) ....

405. EVITAR PROBLEMAS DE LICOR Y DROGAS ....

406. PARTICIPAR EN NUESTRO SISTEMA DE GOBIERNO .....

407. LEER UNA CARTA A UN AMIGO ....

408. ESCRIBIR UNA CARTA A UN AMIGO ....

409. DECIR LO QUE ESTA DAÑADO (EJEMPLO: PLOMERO, MECANICO DE CARROS) ....

410. SABER SACAR LOS IMPUESTOS DE VENTA ....

411. DECIDIR QUE CLASE DE ENTRENAMIENTO PARA EL TRABAJO ESTOY NECESITANDO ....

412. ESCOGER QUE COMPORTAMIENTO SEXUAL ES CORRECTO PARA MI ....

677 1400

9b

A CONTINUACION LE PRESENTAMOS SEIS DESTREZAS QUE USTED PUEDE APRENDER EN CLASES DE EDUCACION PARA ADULTOS. POR FAVOR INDIQUENOS QUE TAN IMPORTANTE ES CADA DESTREZA PARA USTED COLOCANDO UN 1 AL LADO DE LA DESTREZA QUE USTED DESEA APRENDER PRIMERO, UN 2 AL LADO DE LA DESTREZA QUE USTED DESEA APRENDER EN SEGUNDO LUGAR, UN 3 AL LADO DE LA DESTREZA QUE USTED DESEA APRENDER EN TERCER LUGAR Y 4 AL LADO DE LA DESTREZA QUE USTED QUIERE APRENDER EN CUARTO LUGAR.

________ESCRIBIR

_______TOMAR DECISIONES

______HABLAR, ESCUCHAR, RECORDAR

________FORMACION DE VALORES Y FIJACION DE OBJETIVOS

_______LEER

_____ARITMETICA

A CONTINUACION LE PRESENTAMOS SEIS DESTREZAS QUE LOS ADULTOS DEBEN USAR COTIDIANAMENTE. POR FAVOR INDIQUENOS QUE TAN BIEN PUEDE HACER CADA UNA DE ELLAS COLOCANDO UN 1 AL LADO DE LA DESTREZA QUE USTED SABE HACER MEJOR, UN 2 AL LADO DE LA QUE USTED SABE EN SEGUNDO LUGAR, UN 3 AL LADO DE LA QUE USTED SABE EN TERCER LUGAR Y 4 AL LADO DE LA QUE USTED SABE EN CUARTO LUGAR.

_______ESCRIBIR

_______TOMAR DECISIONES

____HABLAR, ESCUCHAR, RECORDAR

_______FORMACION DE VALORES Y FIJACION DE OBJETIVOS

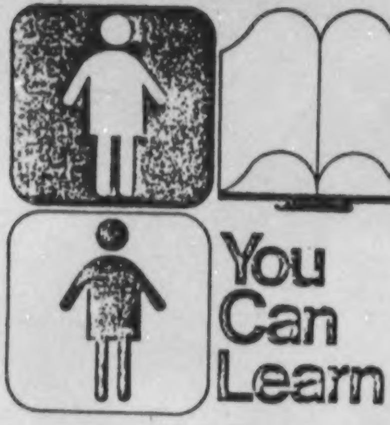
______LEER

____ARITMETICA

LE PRESENTAMOS ALGUNOS DIBUJOS QUE PUEDEN SER UTILIZADOS COMO CALCOMANIAS PARA INVITAR A NUEVOS ESTUDIANTES A LAS CLASES DE EDUCACION PARA ADULTOS. POR FAVOR OBSERVE LOS DIBUJOS CUIDADOSAMENTE Y DIGANOS CUAL DE ELLOS LE GUSTA MAS.

COLOQUE UNA "X" EN EL CUADRO QUE CORRESPONDE AL DIBUJO QUE MAS LE GUSTA:

☐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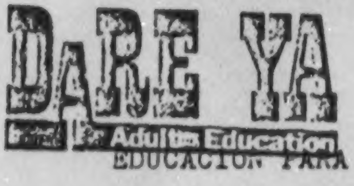
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EDUCACION PARA ADULTOS

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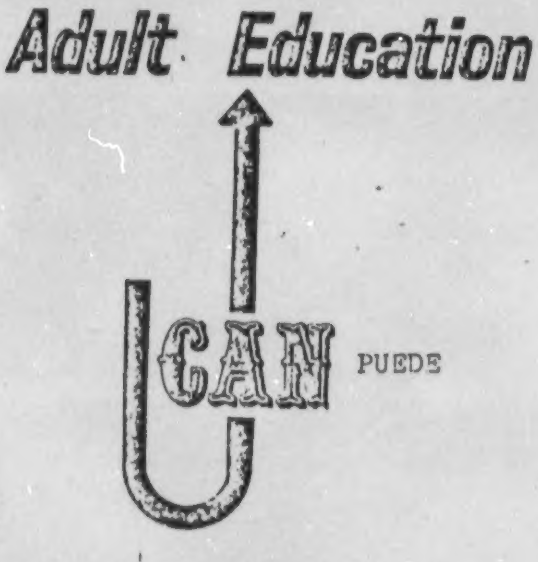
EDUCACION PARA ADULTOS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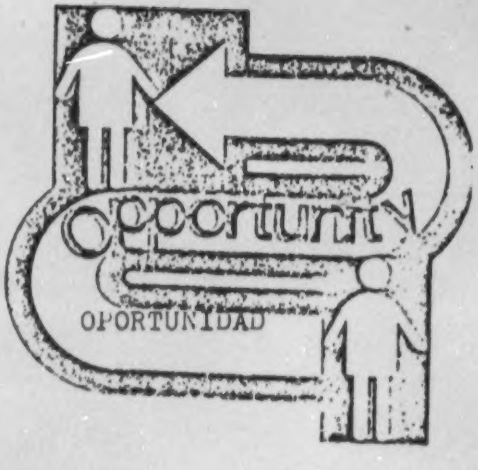

opportunity

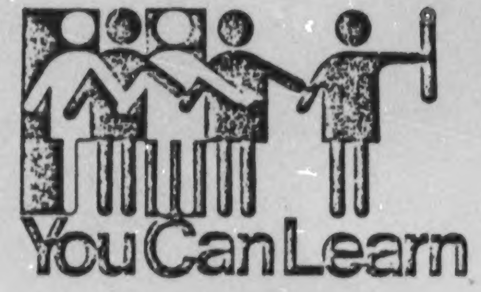
OPORTUNIDAD

679 1402

LE PRESENTAMOS ALGUNOS DIBUJOS QUE PUEDEN SER UTILIZADOS COMO CALCOMANIAS PARA INVITAR A NUEVOS ESTUDIANTES A LAS CLASES DE EDUCACION PARA ADULTOS. POR FAVOR OBSERVE LOS DIBUJOS CUIDADOSAMENTE Y DIGANOS CUAL DE ELLOS LE GUSTA MAS.

COLOQUE UNA "X" EN EL CUADRO QUE CORRESPONDE AL DIBUJO QUE MAS LE GUSTA:

☐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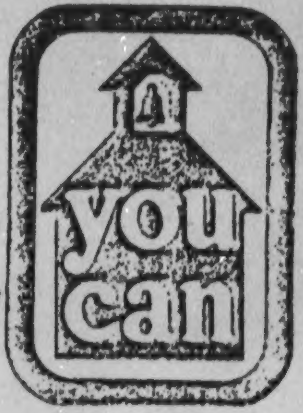

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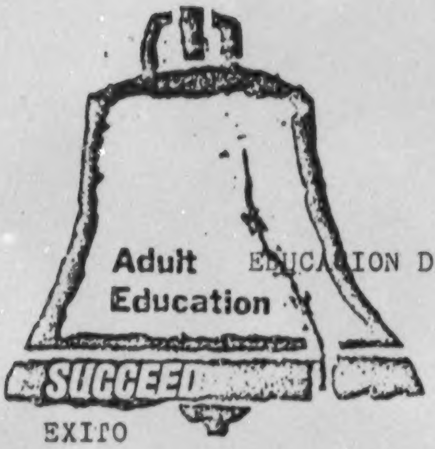
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EDUCACION DE ADULTOS

EXITO

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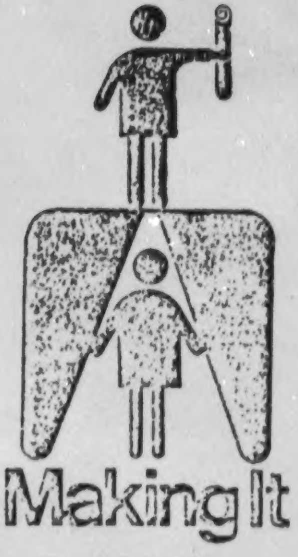

HACIENDOLO

A CONTINUACION LE PRESENTAMOS ALGUNAS RAZONES POR LAS CUALES LOS ADULTOS EMPIEZAN A VENIR A LAS CLASES DE EDUCACION PARA ADULTOS. POR FAVOR DIGANOS POR QUE USTED COMENZO A VENIR A LAS CLASES DE EDUCACION PARA ADULTOS. (COLOQUE EL CIRCULO SOLAMENTE EN LOS NUMEROS QUE CORRESPONDAN A SUS RAZONES)

YO COMENCE A VENIR A LAS CLASES DE EDUCACION PARA ADULTOS CON EL FIN DE:

1. MEJORAR MI SITUACION DE TRABAJO.
2. OBTENER EL DIPLOMA DE EDUCACION SECUNDARIA (HIGH SCHOOL) O PASAR EL EXAMEN G.E.D.
3. MEJORAR MIS CONOCIMIENTOS BASICOS (LEER, ESCRIBIR, ARITMETICA).
4. SENTIRME MEJOR ACERCA DE MI MISMO.
5. PREPARARME PARA IR AL "COLLEGE", O ESCUELA VOCACIONAL.
6. APRENDER INGLES.
7. CONOCER GENTE.
8. ESTAR MEJOR INFORMADO.
9. ESTAR MEJOR CAPACITADO PARA CUIDAR A MI FAMILIA.

A CONTINUACION LE PRESENTAMOS ALGUNAS RAZONES POR LAS CUALES LOS ADULTOS MANTIENEN SU ASISTENCIA A LAS CLASES DE EDUCACION PARA ADULTOS. POR FAVOR DIGANOS POR QUE USTED MANTIENE SU ASISTENCIA A LAS CLASES DE EDUCACION PARA ADULTOS. (COLOQUE EL CIRCULO SOLAMENTE EN LOS NUMEROS QUE CORRESPONDAN A SUS RAZONES)

1. ME GUSTA EL TRABAJO DE LA ESCUELA.
2. ME GUSTAN LOS SALONES DE CLASE Y LOS MATERIALES DE APRENDIZAJE.
3. ESTOY APRENDIENDO ALGO UTIL.
4. YO CREO QUE LOS PROFESORES SON BUENOS.
5. YO OBTENGO DINERO POR ASISTIR A LAS CLASES.
6. ME GUSTA LA FORMA EN QUE LA ESCUELA ES ADMINISTRADA.
7. ME GUSTAN MIS COMPAÑEROS.
8. YO NO TENGO DEMASIADOS PROBLEMAS PERSONALES.
9. YO CREO QUE ESTOY OBTENIENDO ALGO POSITIVO.
10. SOY ELOGIADO POR MIS AMIGOS Y FAMILIA POR ASISTIR.

15 x

A CONTINUACION HAY UNA LISTA DE MANERAS EN QUE LA GENTE SE PUEDE COMPORTAR. RECORDANDO QUE NADIE PUEDE ACTUAR EN LA MISMA FORMA TODO EL TIEMPO, POR FAVOR DIGANOS CON CUANTA FRECUENCIA USTED DESEA QUE LOS PROFESORES DE EDUCACION PARA ADULTOS MUESTREN CADA CONDUCTA EN CLASE.

CON CUANTA FRECUENCIA USTED DESEA QUE LOS PORFESORES DE EDUCACION PARA ADULTOS SEAN:

1. CAUTELOS Y CUIDADOSOS 1 2 3 4
2. PULCROS Y CUIDADOSOS...........................
3. MAS INTERESADOS EN SENTIMIENTOS QUE EN REGLAS CIENTIFICAS ....
4. TRABAJADORES Y EXITOSOS OBTENIENDO RESULTADOS ..
5. INCANSABLES Y ACTIVOS.........................
6. FRANCOS E INTERESADOS EN OBTENER SUS OBJETIVOS
7. CERCANOS A OTRA GENTE E INSEGUROS DE SI MISMOS ....
8. DIVERTIDOS Y ENTUSIASTAS ....
9. ANTICUADOS Y PRACTICOS ....
10. DESPRENDIDOS Y CONSIDERADOS CON LOS DEMAS ......
11. EXIGENTES Y DE MAL TEMPERAMENTO ....

682 1405

16p

A CONTINUACION HAY UNA LISTA DE MANERAS EN QUE LA GENTE SE PUEDE COMPORTAR. RECORDANDO QUE NADIE PUEDE ACTUAR EN LA MISMA FORMA TODO EL TIEMPO, POR FAVOR DIGANOS CON CUANTA FRECUENCIA USTED DESEA QUE LOS PROFESORES DE EDUCACION PARA ADULTOS MUESTREN CADA CONDUCTA EN CLASE.

CON CUANTA FRECUENCIA USTED DESEA QUE LOS PROFESORES DE EDUCACION PARA ADULTOS SEAN:

12. PACIENTES Y AGRADABLES 1 2 3 4

13. DESPREOCUPADOS Y NO ENVUELTOS EN LA VIDA DE LOS DEMAS ....

14. SEGUROS Y ESTABLES...........................

15. CALLADOS Y PRIVADOS EN CUANTO A SENTIMIENTOS PERSONALES...................................

16. RELAJADOS Y CALMADOS.........................

17. DE VOZ SUAVE Y AMABLES ....

18. CURIOSOS E INTERESADOS EN RESOLVER PROBLEMAS ....

19. CONDESCENDIENTES Y NO MUY OCUPADOS ....

20. AUDACES Y ATREVIDOS.........................

21. PREOCUPADOS ACERCA DE PEQUEÑOS DETALLES Y NO EN PLANEAR LAS COSAS DE ANTEMANO ......

22. DISPUESTOS A PONER A PRUEBA NUEVAS IDEAS Y MANERAS DE HACER LAS COSAS ....

1. COMO SE ENTERO USTED ACERCA DE LAS CLASES PARA EDUCACION DE ADULTOS? (COLOQUE UN CIRCULO EN TODAS LAS RESPUESTA QUE SE AJUSTEN A SU CASO)

   1. UN FAMILIAR
   2. UN AMIGO O VECINO
   3. ALGUIEN DE EDUCACION PARA ADULTOS QUE LO LLAMO O FUE A SU CASA
   4. GENTE QUE AYUDA (EJEMPLOS: TRABAJADORES SOCIALES, CURA/SACERDOTE)
   5. POR IDEA PROPIA
   6. RADIO
   7. T.V.
   8. PERIODICOS
   9. POR CORREO
   10. ANUNCIOS
   11. COMISION DE MICHIGAN PARA LA SEGURIDAD EN EL EMPLEO (MESC)
   12. DEPARTAMENTO DE SERVICIOS SOCIALES (DSS)
   13. UN DIA DE ESCUELA REGULAR
   14. OTRO, ESCRIBA EN ESTE ESPACIO ______________________________

   ____

2. DEJARA USTED DE OBTENER DINERO SI DEJA DE VENIR A LAS CLASES DE EDUCACION PARA ADULTOS? (COLOQUE UN CIRCULO EN SOLAMENTE UNA RESPUESTA)

   1. YES 2. NO

3. COMENZO USTED A ASISTIR A CLASES DE EDUCACION PARA ADULTOS Y DESPUES SE RETIRO? (COLOQUE UN CIRCULO EN SOLAMENTE UNA RESPUESTA)

   1. YES 2. NO

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4. HASTA HOY, CUAL ES SU POSICION EN EL TRABAJO? (COLOQUE UN CIRCULO EN TODAS LAS RESPUESTAS QUE CORRESPONDAN A SU CASO)

   1. TRABAJO A TIEMPO-COMPLETO (35 HORAS O MAS A LA SEMANA)

   2. TRABAJO A MEDIO-TIEMPO (35 HORAS O MENOS A LA SEMANA)

   3. TRABAJO SIN DEVENGAR DINERO (PONGA UN CIRCULO DONDE CORRESPONDA)

      a. RETIRADO
      b. TRABAJO DEL HOGAR
      c. SUSPENDIDO TEMPORALMENTE
      d. IMPOSIBILITADO
      e. NO HE TENIDO TRABAJO DESDE HACE MUCHO TIEMPO
      f. NUNCA HE TENIDO UN TRABAJO

5. CUAL ES LA FUENTE DE SU INGRESO (COLOQUE UN CIRCULO DONDE CORRESPONDA)

   1. SU PROPIO TRABAJO
   2. EL EMPLEO DE SU ESPOSA/ESPOSO
   3. ADC (AYUDA PARA NINOS DEPENDIENTES)
   4. ASISTENCIA PUBLICA (INCLUYENDO ASISTENCIA GENERAL)
   5. COMPENSACION PARA DESEMPLEADOS
   6. SEGURO SOCIAL
   7. ADMINISTRACION DE VETERANOS DE GUERRA
   8. OTRO, ESCRIBA EN ESTE ESPACIO ______________________________

6. CUANTOS ANOS HA ESTADO USTED VIVIENDO EN ESTA VECINDAD?

_________ ____________AÑOS

7. CUANTOS MESES HA ESTADO USTED INSCRITO EN ESTE PROGRAMA DE EDUCACION PARA ADULTOS?

_________ ____________MESES

8. QUE EDAD TENIA USTED CUANDO ABANDONO LA ESCUELA?

_________ __________AÑOS DE EDAD

9. CUAL FUE EL ULTIMO GRADO QUE USTED COMPLETO EN LA ESCUELA

_________ __________GRADO

10. CUAL ES EL IDIOMA QUE SE HABLA CON MAS FRECUENCIA EN SU CASA? (COLOQUE EL CIRCULO EN SOLAMENTE UNA RESPUESTA)

1. INGLES
2. ESPAÑOL
3. ARABE
4. CALDEO
5. GRIEGO
6. VIETNAMIS
7. ITALIANO
8. INDIGENA
9. CHINO
10. ALEMAN
11. POLACO
12. OTRO, ESCRIBA EN EL ESPACIO

____

1409

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11. EN QUE AÑO NACIO USTED?

19 ______ ______

12 CUAL ES SU RAZA? (COLOQUE EL CIRCULO EN UNA RESPUESTA SOLAMENTE)

1. NEGRO
2. BLANCO
3. LATINO, HISPANIC
4. ASIATICO
5. INDIO

13. CUAL ES SU SEXO?

1. FEMENINO   2. MASCULINO

S-2 — VIETNAMESE

Sau đây là vài điều bạn có thể thích học hay không thích học. Xin bạn đọc kỹ mỗi câu và vẽ 1 vòng tròn quanh số tương ứng với ý nghĩ của bạn về mỗi câu:

1	2	3	4
hoàn toàn bất đồng ý	không đồng ý bán	đồng ý chút đỉnh	đồng ý hoàn toàn

Tôi sẵn sàng chịu khó để học cách:

301. Dùng máy bầu hay bỏ phiếu giấy.

302. Lo việc giấy tờ trong công việc (như điền các giấy bán hàng, hay viết một danh sách liệt kê các công việc phải làm)

303. Nói về tình cảm và ý nghĩ với bạn bè.

304. Tiêu tiền một cách khôn ngoan bằng cách giữ 1 cuốn sổ chi tiêu trong gia đình.

305. Bảo vệ quyền lợi của tôi nếu bị bắt hay bị kiện.

306. Hợp tác với người khác để thành công trong công việc.

307. Đọc sách để giải trí.

308. Điền các phiếu tại bệnh viện hay văn phòng bác sĩ.

309. Chỉ đường cho người khác bằng cách dùng các phương hướng bắc, nam, đông, tây.

310. Dùng các dụng cụ đo lường trong công việc.

311. Quyết định dùng thì giờ rảnh một cách bổ ích.

312. Quyết định tôi nên có thái độ nào về hạn chế sinh đẻ.

699 1412

Sau đây là vài điều có thể bạn đã biết hay không biết. Xin bạn đọc kỹ mỗi câu và vẽ một vòng tròn quanh số tương ứng với ý nghĩ của bạn về mỗi câu.

1	2	3	4
hoàn toàn bất đồng ý	không đồng ý hẳn	đồng ý, chút đỉnh	đồng ý hoàn toàn

Toi đã biết:

401. Đọc báo để biết những gì xảy ra trên thế giới.

402. Điền các đơn xin tìm việc.

403. Hiểu những gì tôi thấy và nghe trên radio và TV.

404. Mua đồ tốt nhưng rẻ tiền.

405. Quyết định nên bầu cho ai trong 1 cuộc bầu cử.

406. Vui với công việc của tôi khi tôi có việc.

407. Đọc báo để tiêu khiển.

408. Đặt mua hàng bằng thơ (như mua dĩa hát quảng cáo trên TV, hay mua đồ quảng cáo trong catalog).

409. Nghe người khác nói chuyện về chính trị.

410. Hiểu tiền lương của tôi bị trừ như thế nào (để trả bảo hiểm hay thuế lợi tức).

411. Đối phó với những thay đổi trong đời sống quanh tôi.

412. Chọn một cách sống hầu đem lại hạnh phúc cho tôi.

Dướiđây là sáu khả năng bạn có thể học trong các lớp học dành cho người lớn. Xin bạn cho biết bạn thấy mỗi khả năng quan trọng đối với bạn như thế nào bằng cách viết số 1 cạnh khả năng bạn muốn học trước tiên, số 2 cạnh khả năng bạn muốn học thứ nhì, số 3 cạnh khả năng bạn muốn học thứ ba, và số 4 cạnh khả năng bạn muốn học thứ tư.

__________Viết

__________Quyết định trong việc chọn lựa

__________Nói
Nghe
Nhớ

__________Thiết lập hệ thống giá trị và định hướng đi cho tương lai

__________Đọc

__________Toán

Sau đây là 6 khả năng người lớn có thể dùng trong đời sống hàng ngày. Xin bạn cho biết khả năng của bạn giỏi đến mức nào bằng cách viết số 1 cạnh khả năng bạn giỏi nhất, số 2 cạnh khả năng bạn giỏi thứ nhì, số 3 cạnh khả năng bạn giỏi thứ ba, và số 4 cạnh khả năng bạn giỏi thứ tư.

__________Viết

__________Quyết định trong việc chọn lựa

__________Nói
Nghe
Nhớ

__________Thiết lập hệ thống giá trị và định hướng đi cho tương lai

__________Đọc

__________Toán

Sau đây là một vài hình vẽ có thể được dùng trong các bản số xe và các bản cấm dọc đường tại tiểu bang Michigan để khuyến khích người lớn đi học thêm. Xin bạn nhìn kỹ các hình vẽ và cho biết bạn thích hình nào nhất.

Xin vẽ một chữ X vào hình vuông bên cạnh hình vẽ bạn thích nhất.

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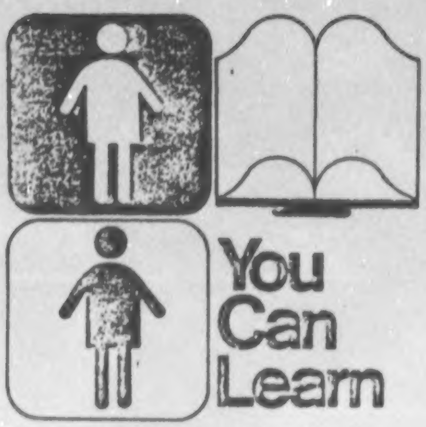
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Learn

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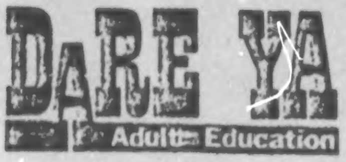
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Adult Education

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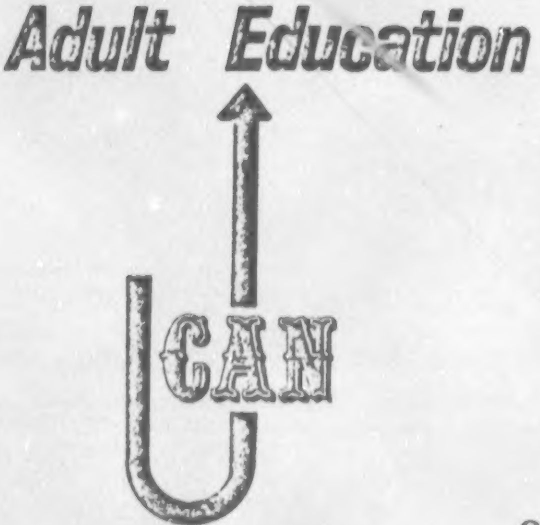
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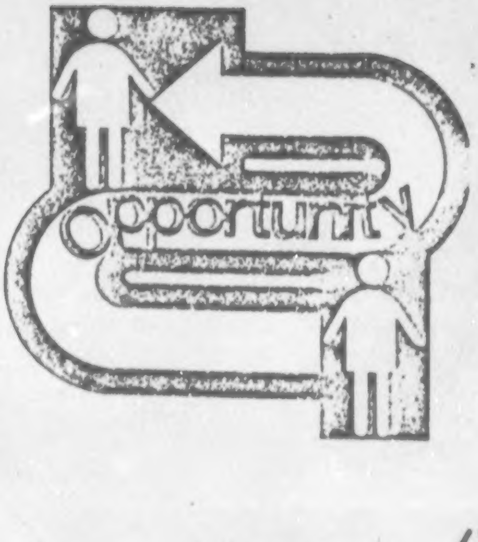
opportunity

692 1415

Sau đây là một vài hình vẽ có thể được dùng trong các bản số xe và các bản cắm dọc đường tại tiểu bang Michigan để khuyến khích người lớn đi học thêm. Xin bạn nhìn kỹ các hình vẽ và cho biết bạn thích hình nào nhất.

Xin vẽ một chữ X vào hình vuông bên cạnh hình vẽ bạn thích nhất.

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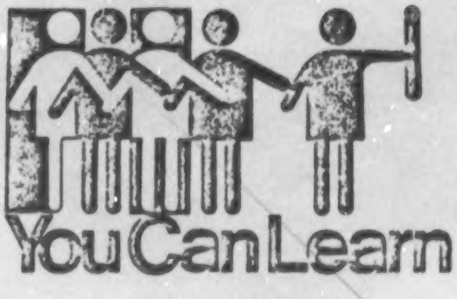
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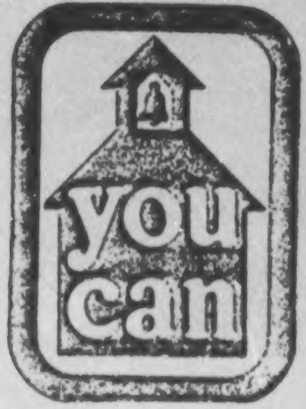

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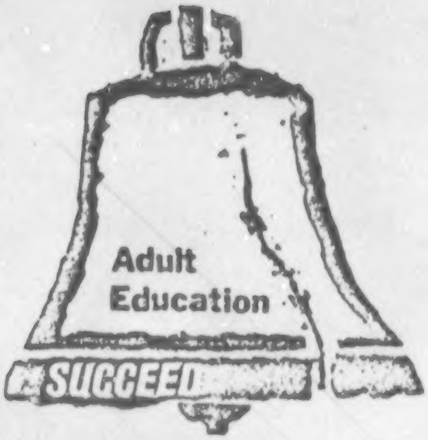
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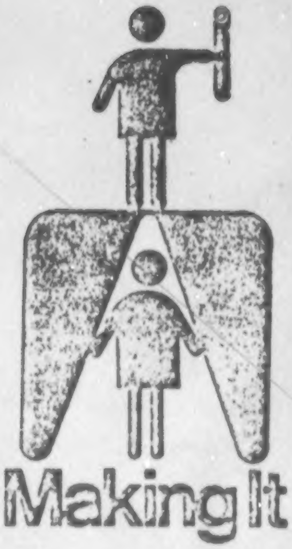

693 1416

Sau đây là 1 vài lý do tại sao người lớn khởi sự tham dự các lớp học dành cho người lớn. Xin bạn đọc danh sách này và cho biết tại sao bạn khởi sự tham dự chương trình học này. (Xin chỉ vòng trước câu nào thích hợp với bạn).

Tôi khởi sự tham dự các lớp học cho ngườilớn để:

1. Trau dồi tình trạng làm việc của tôi.
2. Hoàn tất bằng trung học hay để thi đậu kỳ thi G.E.D.
3. Trau dồi các khả năng căn bản (đọc, viết, toán).
4. Cảm thấy tôi là người tốt.
5. Sửa soạn học đại học, học buôn bán, hay học nghề.
6. Học anh văn.
7. Gặp người khác.
8. Biết nhiều hơn.
9. Săn sóc gia đình tôi chu đáo hơn.

Sau đây là 1 vài lý do tại sao người lớn tiếp tục tham dự các chương trình học dành cho người lớn. Xin bạn đọc danh sách này và cho biết tại sao bạn tiếp tục tham dự chương trình học này (Xin chỉ vòng trước câu nào thích hợp với bạn).

Tôi tiếp tục tham dự chương trình học cho người lớn vì:

1. Tôi thích chương trình học.
2. Tôi thích các phòng học và các dụng cụ dùng trong lớp.
3. Tôi đang học một cái gì có ích.
4. Tôi thấy các giáo sư rất giỏi.
5. Tôi được lãnh tiền khi đi học.
6. Tôi thích cách tổ chức của trường.
7. Tôi thích những người bạn cùng học với tôi.
8. Tôi không có nhiều khó khăn cá nhân.
9. Tôi nghĩ tôi đang hoàn tất một điều gì.
10. Bạn bè và gia đình khen tôi khi tôi đi học.

694 1417

15x

Adult Education Survey

Michigan Department of Education

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Ballan, Project Specialist
Margaret L. Dickinson, Project Specialist

Support for this project was provided by a grant of Federal funds under Section 309 of the Adult Education Act (P.L. 91-230 III), as amended, administered by the Michigan Department of Education. Points of view and opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Michigan Department of Education.

695 1418

DEAR ADULT LEARNER:

THIS IS NOT A TEST, THERE ARE NO RIGHT OR WRONG ANSWERS. THIS IS A SURVEY OF YOUR FEELINGS AND IDEAS THAT CAN HELP IMPROVE THIS ADULT EDUCATION PROGRAM. IT IS VERY IMPORTANT THAT YOU TELL US HONEST ANSWERS SO THAT WE CAN GIVE YOU WHAT YOU REALLY WANT.

YOU WILL NOT BE ASKED TO GIVE YOUR NAME AND NO ONE IN THIS SCHOOL WILL KNOW WHAT YOUR ANSWERS ARE BECAUSE YOU WILL SEAL THE SURVEY CLOSED. WE THINK YOU WILL FIND THIS SURVEY EASY AND FUN TO TAKE. THANK YOU VERY MUCH FOR YOUR HELP AND COOPERATION.

1419

696

DIRECTIONS

When the question has numbers to choose from, circle the one that shows how you feel.

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree
Example: I like hot summer weather	[✓ 1]	2	3	4
Taxes are too high.	1	2	[✓ 3]	4

When the question asks you to choose what order you like things, start with number 1.

Example: In what order do you like the following foods?

4 Cake

1 Hamburger

3 Coffee

2 Carrots

When the question asks you if something is true or false, just circle the word.

Example: I had the flu this winter. [✓ True] False

When the question asks you to choose something you like, just put an "X" in the box.

Example: Which car do you like best? ☐ Ford ☒ Dodge

When you are asked to circle ALL that apply, circle the number in front of each idea.

Example: Why do you watch T. V. ?

[✓ 1.] Nothing else to do
2. Everyone else does
[✓ 3.] It's free
4. Something special is on
5. It makes me feel good

1420

697

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW IMPORTANT IT IS FOR YOU TO LEARN CERTAIN TASKS.

Listed below are some things that you may or may not be interested in learning. Please look at each item and circle the number that best shows how you feel.

I am willing to work very long and hard to learn how to:

	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
401. Read a newspaper to learn about what is going on in the world	1	2	3	4	(1)
402. Fill in the spaces on a job application	1	2	3	4	
403. Understand the meaning of things I see and hear on radio and T.V.	1	2	3	4	
404. Figure out the best buys when shopping	1	2	3	4	
405. Decide who to vote for in an election	1	2	3	4	
406. Enjoy my work, when employed	1	2	3	4	
407. Read magazines for pleasure	1	2	3	4	
408. Order goods through the mail (examples: T.V. record offers, catalog orders)	1	2	3	4	
409. Listen to others talk about politics	1	2	3	4	
410. Understand what my paycheck deductions mean	1	2	3	4	
411. Deal with changes in the world around me	1	2	3	4	
412. Choose a way to live my life that will bring me happiness	1	2	3	4	(12)

1422
699

IN THIS PART OF THE SURVEY YOU CAN TELL US HOW WELL YOU CAN ALREADY DO CERTAIN TASKS.

Listed below are some things you may or may not already know how to do. Please look at each item and circle the number that best shows how you feel.

	I already know how to:	Strongly Disagree	Sort of Disagree	Sort of Agree	Strongly Agree	
301.	Use a voting machine or a paper ballot	1	2	3	4	(13)
302.	Do the paperwork for a job (examples: sales slips, work orders)	1	2	3	4	
303.	Talk about feelings and ideas to friends.	1	2	3	4	
304.	Use money wisely by figuring out a family budget	1	2	3	4	
305.	Protect my legal rights if arrested or sued.	1	2	3	4	
306.	Cooperate with others for success at work.	1	2	3	4	
307.	Read books for fun	1	2	3	4	
308.	Fill out forms at a health clinic or doctor's office	1	2	3	4	
309.	Give directions to someone using North, South, East, West	1	2	3	4	
310.	Use measuring tools on the job, when employed	1	2	3	4	
311.	Make decisions about using free time wisely	1	2	3	4	
312.	Decide how I feel about birth control	1	2	3	4	(24)

701 1424

☐☐☐☐ ☐ ☐ ☐ B 2 ☐☐ ☐☐☐

(50) (69)

1. Listed below are six skills you could learn in adult education classes. Please tell us how important each skill is to you by putting a 1 next to the skill you want to learn first, a 2 next to the skill you want to learn second, a 3 next to the skill you want to learn third, and a 4 next to the skill you want to learn fourth.

______ Writing ______ Decision Making ______ Speaking, Listening, Remembering (1,3)

______ Forming Values and Setting Goals ______ Reading ______ Arithmetic (4,6)

2. Listed below are six skills adults might use in their everyday life. Please tell us how well you can already do each skill by marking a 1 next to the skill you can do best, a 2 next to the skill you can do second best, a 3 next to the skill you can do third best, and a 4 next to the skill you can do fourth best.

______ Writing ______ Decision Making ______ Speaking, Listening, Remembering (7,9)

______ Forming Values and Setting Goals ______ Reading ______ Arithmetic (10,12)

1425

702

Here are some pictures that might be used on bumper stickers and signs around Michigan to invite new students to adult education classes. Please look at each picture carefully and tell us which two you like best.

Mark an "X" in the box next to the two pictures you like best:

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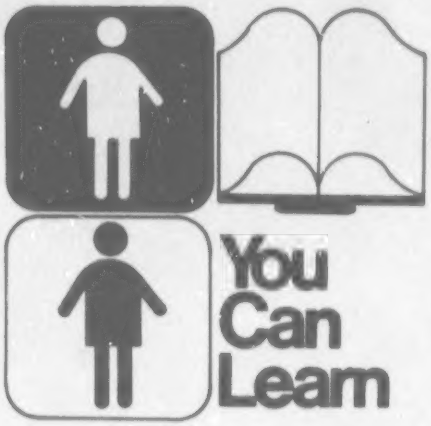
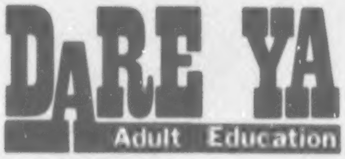

You
Can
Learn

☐ (13,14)


DARE YA
Adult Education

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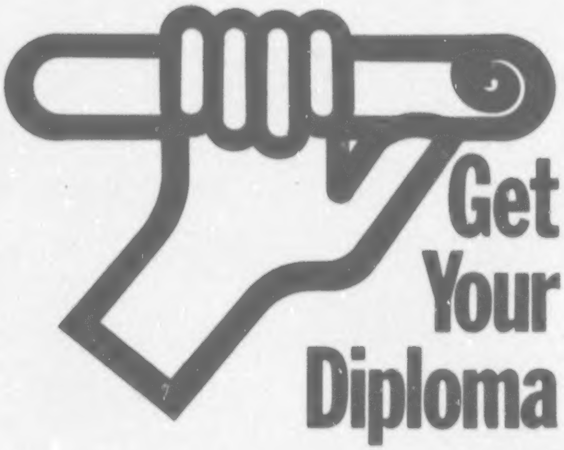
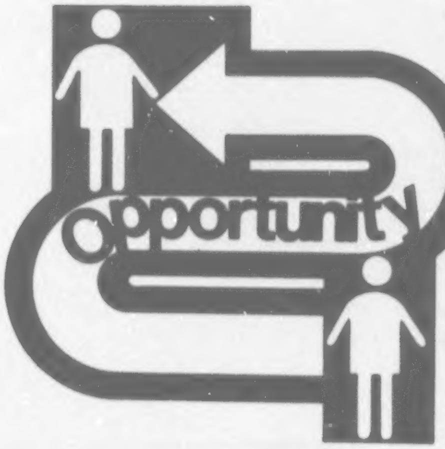

Get
Your
Diploma

☐ (15,16)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(17,18)

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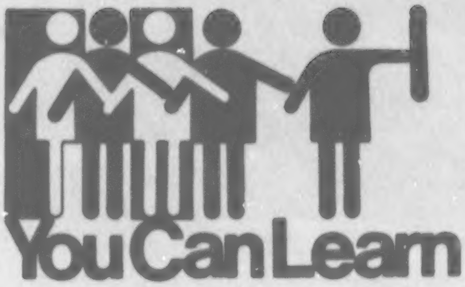
You Can Learn

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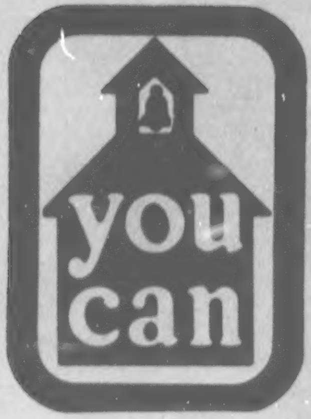

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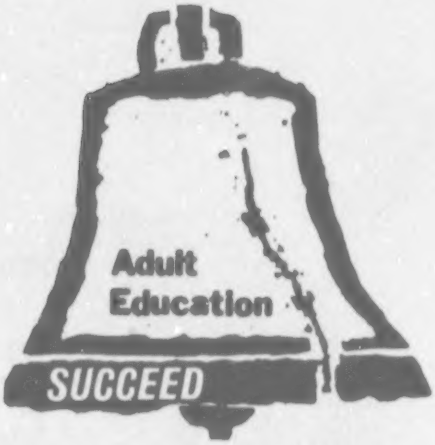
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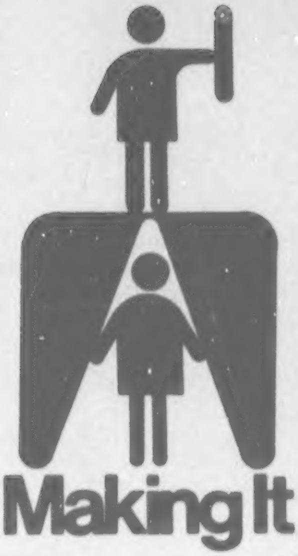

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704

☐☐☐☐ ☐ ☐ ☐ R L ☐☐ ☐☐☐

(50) (69)

Listed below are some reasons that keep people from taking adult education classes. Please think of people you know who need more education and tell us why they don't come to classes. (Circle ONLY those that apply to people you know.)

People I know don't come to adult education classes because they:

1. Don't know about adult education classes. (1)
2. Are afraid they can't do the class work.
3. Don't think it will do them any good.
4. Don't like where the classes are held.
5. Don't like when the classes are held.
6. Can't afford the costs (examples: books, transportation).
7. Don't have time.
8. Can't get a babysitter.
9. Are afraid of new experiences.
10. Dislike school.
11. Don't live in one place long enough.
12. Are afraid of being robbed or beaten up.
13. Are embarrassed to admit that they can't read or write.
14. Other, write in:______________________________ (14)

____

1428

705

Listed below are some reasons why adults start coming to adult education classes. Look over the list and tell us why you started coming to adult education classes. (Circle ONLY those that apply to you)

I started coming to adult education classes to:

1. Improve my job situation. (15)
2. Complete a high school diploma or pass the G.E.D. test.
3. Improve my basic skills (reading, writing, arithmetic).
4. Feel better about myself.
5. Get ready to go to college, trade or vocational school.
6. Learn English.
7. Meet people.
8. Become better informed.
9. Be better able to take care of my family.
10. Other (write in) ______________________ (24)

Listed below are some reasons why adults keep coming to adult education classes. Look over the list and tell us why you keep coming to adult education classes. (Circle ONLY those that apply to you)

I keep coming to adult education classes because:

1. I like the school work. (25)
2. I like the classrooms and learning materials.
3. I'm learning something useful.
4. I think the teachers are good.
5. I get money for coming.
6. I like the way the school is run.
7. I like the other adult learners.
8. I don't have too many personal problems.
9. I think I am accomplishing something.
10. I get praised by my friends and family for coming.
11. Other (write in) 706 1429 (35)

15

Listed below are some classroom activities that teachers could or could not include in adult education programs. Remembering that all things cannot fit during classtime, please tell us how much of each activity should go on in class. Circle the number that best shows how you feel about each idea.

How often should your teacher use classtime to:	Never	Sometimes	Often	Almost Always	
1. Answer your questions	1	2	3	4	(1)
2. Ask you questions	1	2	3	4	
3. Correct your papers and keep the room neat	1	2	3	4	
4. Use radio, T.V. and movies in class	1	2	3	4	
5. Use machines in teaching (examples: computers, video readers)	1	2	3	4	
6. Work with small groups of adult learners	1	2	3	4	
7. Help you practice skills	1	2	3	4	
8. Praise you for what you do in class	1	2	3	4	
9. Let you choose what you want to learn	1	2	3	4	
10. Learn how different you are from younger learners and other adults	1	2	3	4	
11. Help you plan your education	1	2	3	4	
12. Tell you about job training you can get	1	2	3	4	
13. Help you with family problems	1	2	3	4	
14. Tell you how to get help if you need money	1	2	3	4	(14

707 1430

Listed below are some ideas that people sometimes think about. Please look at each idea carefully and tell us how often you think about each one. Circle the number that best shows how you feel about each idea.

How often do you think that:	Never	Sometimes	Often	Almost Always	
1. You know what you want out of this adult education program	1	2	3	4	(15
2. Adult education will help you "make it in life"	1	2	3	4	
3. You will use what you learn in adult education in your everyday life	1	2	3	4	
4. This adult education class is hard work	1	2	3	4	
5. You are getting what you want out of this adult education program	1	2	3	4	
6. It is important that you keep learning all of your life	1	2	3	4	
7. You will do well in this adult education program	1	2	3	4	
8. Adult education teachers are happy in their work	1	2	3	4	
9. Adult education teachers like adult learners	1	2	3	4	
10. Adult education teachers expect you to do well in class	1	2	3	4	(24

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☐☐☐☐ ☐ ☐ ☐ M Y ☐☐ ☐☐☐

(50) (69)

1. How did you learn about adult education classes?
   (circle ALL that apply)

   1. A relative (1)
   2. A friend or neighbor
   3. Someone from adult education calling you or coming to see you
   4. People who help (examples: social workers, priest/minister)
   5. My own idea
   6. Radio
   7. T.V.
   8. Newspapers
   9. Mailed notices
   10. Signs and billboards
   11. Michigan Employment Security Commission (MESC)
   12. Department of Social Services (DSS)
   13. Regular Day School
   14. Other, write in:________________________________ (14)

2. Will you stop getting money if you stop coming to adult education classes?
   (circle ONLY one)

   1. Yes 2. No

3. In the past have you ever started an adult education class and then dropped out?
   (circle ONLY one)

   1. Yes 2. No (16)

1432

709

4. As of today, what is your working status?
(circle ALL that apply)

1. Working for pay full-time (17)

2. Working for pay part-time

3. Not working for pay

   a. Retired
   b. Homemaker
   c. Laid off
   d. Disabled
   e. Haven't had a job in a long time
   f. Never had a job
   g. Other (write in) ______________________ (26)

5. What is the source of your income?
(circle ALL that apply)

1. Your own work (27)

2. Your spouse's (husband/wife's) work

3. ADC (Aid to Dependent Children)

4. Welfare (including General Assistance)

5. Unemployment Compensation

6. Social Security Administration

7. Veteran's Administration

1433

8. Other (write in) ______________________ (34)

710

6. How many years have you lived in your neighborhood? (write in)

__ __ Years (35,36)

7. How many months have you been in this adult education program? (write in)

__ __ Months (37,38)

8. How old were you when you quit regular school? (write in)

__ __ Years Old (39,40)

9. What was the highest grade you finished in regular school? (write in)

__ __ Grade (41,42)

10. What language is most often spoken by your family at home? (circle ONLY one) (43)

1. English
2. Spanish
3. Arabic
4. Chaldean
5. Greek
6. Vietnamese
7. Italian
8. American Indian
9. Chinese
10. German
11. Polish
12. Other (write in) ______________

11. In what year were you born? (write in)

19 __ __ (44,45)

12. What is your race? (circle ONLY one) (46)

1. Black
2. White
3. Latino, Hispanic
4. Asian, Pacific Islander
5. American Indian

13. What is your sex? (circle ONLY one) (47)

1. Female
2. Male

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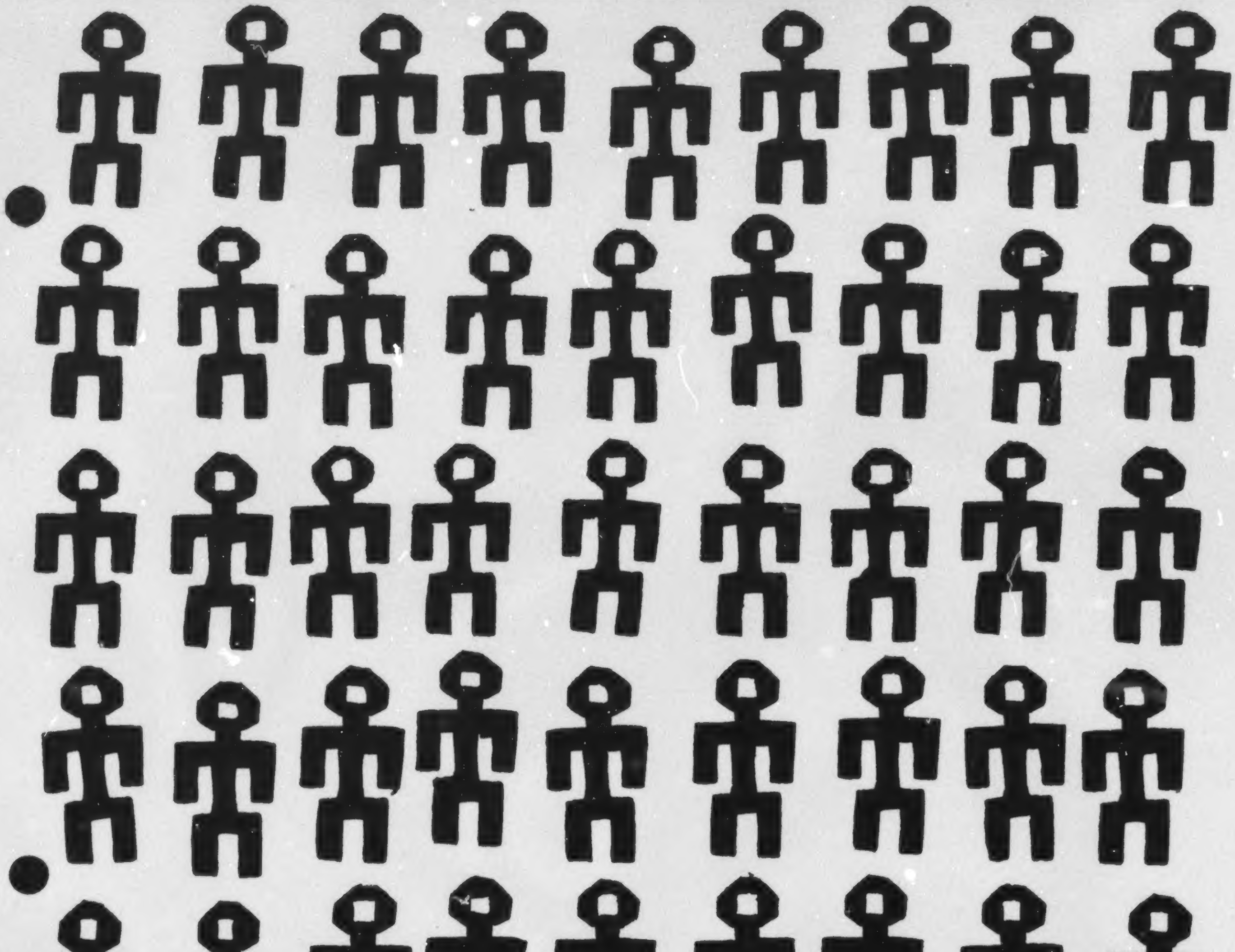
711

☐☐☐☐ ☐ ☐ ☐ D E ☐ S ☐☐☐

(50) (69)

Thank you very much for answering these questions about adult education. We believe your ideas will help us plan better programs in the future. We would appreciate it if you would answer one last question in your own words.

WHAT CHANGES WOULD YOU MAKE IN THIS ADULT EDUCATION PROGRAM TO IMPROVE IT?



WE CARE WHAT YOU THINK

713^{1436}

S-4—Teacher Instructions

DEAR ABE TEACHER:

WE NEED YOUR HELP IN GATHERING ACCURATE INFORMATION ABOUT THE WANTS AND NEEDS OF ADULT LEARNERS. WE HOPE YOU WILL BE WILLING TO READ THIS ENTIRE SURVEY OUT LOUD IN ENGLISH TO THE CLASS. PLEASE ADMINISTER THE SURVEY USING THE FOLLOWING STANDARDIZED DIRECTIONS.

1. Plan about one hour for the survey.
2. Don't start until the class is really settled in.
3. Close the door and put up a "Do Not Disturb" sign.
4. Separate adult learners as much as possible.
5. Help adult learners relax by assuring them that this survey is not a test and that you will be reading it out loud as they go through it.
6. If you are surveying ESL adult learners, refer to the translated version for occasional help with Spanish, Vietnamese, Arabic or Italian.
7. Minimize the disturbance of late coming adult learners by letting them miss the previous part and starting where the class is.
8. Have the students begin the survey together and stay together, line by line. Make it clear when you change pages.
9. Remind the adult learners that we really want to know their own individual opinions; not what they think others want to hear. In Part One, for instance, they may or may not be willing to work very hard and long to learn certain tasks.
10. Encourage adult learners to answer every question according to the directions on that particular page. Repeat instructions, lead-in sentences and response numbers often. Emphasize underlined words.
11. Circulate around the classroom to check that everyone is doing alright, especially when the response pattern changes.
12. Keep the oral reading pace steady by discouraging long questions and peer discussions.
13. Encourage adult learners to complete the demographic questions at the end of the survey. This information is critical in identifying significant findings among or between groups.
14. Have adult learners seal completed surveys, using seals provided.
15. Collect surveys and return to your ABE administrator.

THANK YOU FOR HELPING WITH, AND PARTICIPATING IN, A STUDY IMPORTANT TO ALL OF US WHO WANT TO SERVE AN EDUCATIONAL BENEFIT TO THE PUBLIC.

7141437

Sau đây là thái độ của 1 số người. Tuy rằng không ai có thể cư xử lần nào cũng như nhau cả, nhưng xin bạn cho biết bạn muốn các giáo sư trong chương trình giáo dục người lớn thường phải cư xử như thế nào trong lớp.

1	2	3	4
Không bao giờ	đôi khi	thường thường	luôn luôn

Bạn có muốn các giáo sư thường hay có những thái độ như:

1. Dè dặt và cẩn thận.
2. Gọn gàng và kỹ lưỡng.
3. Thích tình cảm hơn là các quy luật khoa học.
4. Chịu khó làm việc và thành công khi muốn làm việc gì.
5. Căn thẳng và thiếu bình tĩnh.
6. Hoạt bát và thích làm theo cách riêng của họ.
7. Thẩn với người khác và thiếu tự tin.
8. Vui tươi và sống động.
9. Lạc hậu và thực tế.
10. Không ích kỷ và biết nghĩ đến người khác.
11. Đòi hỏi nhiều và nóng tính.

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16p

Sau đây là thái độ của 1 số người. Tuy rằng không ai có thể cư xử lần nào cũng như nhau cả, nhưng xin bạn cho biết bạn muốn các giáo sư trong chương trình giáo dục người lớn thường phải cư xử như thế nào trong lớp.

1	2	3	4
Không bao giờ	Đôi khi	Thường thường	Luôn luôn

Bạn có muốn các giáo sư thường hay có những thái độ như:

12. Kiên nhẫn và dễ tính.
13. Vô tư lự và không dính dáng đến đời sống của người khác.
14. Tự tin và vững vàng.
15. Im lặng và không thích tâm sự về mình nhiều.
16. Bình tĩnh và trầm lặng.
17. Ôn tồn và hòa nhã.
18. Tò mò và thích giải quyết vấn đề.
19. Thong thả và không quá bận rộn.
20. Gan dạ và liều lĩnh.
21. Để ý đến chi tiết nhỏ nhặt và không biết trù tính, tiên liệu công việc.
22. Sẵn sàng thử thách những ý nghĩ và hành động mới.

1. Làm sao bạn biết về các lớp học cho người lớn?
   (Xin bạn vẽ một vòng quanh con số trước câu nào đúng với bạn)

   1. Một người bà con cho biết.
   2. Một người bạn hay láng giềng
   3. Một người làm việc cho chương trình dạy người lớn điện thoại bạn hoặc tới thăm bạn và cho bạn biết.
   4. Các người khác như: những người làm công tác xã hội, linh mục, mục sư.
   5. Do tôi tìm ra.
   6. Do radio
   7. Do TV
   8. Do đọc nhật báo.
   9. Đọc các quảng cáo nhận được qua nhà bưu điện.
   10. Các biển ở dọc đường.
   11. Cơ quan lo tìm việc của Tiểu bang Michigan.
   12. Nha Dịch Vụ Xã Hội.
   13. Ở trường học.
   14. Do những lý do khác, xin viết vào: ______________________________

2. Nếu bạn không đi học lớp dành cho người lớn, tiền bạn đang lãnh có bị cúp không?
   (vòng lại một chỗ mà thôi)

   1. Vâng　　　　2. Không

3. Trong quá khứ đã bao giờ bạn tham gia một lớp học cho người lớn và bỏ cuộc?
   (vòng lại một chỗ mà thôi)

   1. Vâng　　　　2. Không

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4. Hiện nay tình trạng công việc của bạn ra sao? (Vòng lại trước câu nào thích hợp với bạn)

1. Làm việc full-time (35 giờ hay nhiều hơn mỗi tuần)
2. Làm việc part-time. (35 giờ hay ít hơn mỗi tuần)
3. Không làm việc để lỉnh tiền (vòng lại chỗ nào bạn thấy thích hợp với bạn)
    a. Về hưu
    b. Ở nhà lo việc nội trợ.
    c. Bị sa thải
    d. Bị tàn tật
    e. Thất nghiệp đã lâu rồi
    f. Chưa bao giờ có việc

5. Tài chánh của bạn do đâu mà đến (vòng lại chỗ nào bạn thấy thích hợp với bạn)

1. Công việc của bạn.
2. Công việc của chồng (hay vợ)
3. ADC
4. Welfare (gồm General Assistance--tiền phụ cấp xã hội tổng quát)
5. Phụ cấp thất nghiệp
6. Social Security Administration--tiền hưu của chính phủ.
7. Bộ cựu quân nhân
8. Đác phụ cấp khác, xin viết vào ____________________

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6. Bạn đã sống trong khu vực bạn đang ở bao lâu rồi?

_____ _______năm

7. Bạn theo học chương trình giáo dục người lớn mấy tháng rồi?

_____ _______tháng

8. Khi bạn thôi học lúc trước bạn mấy tuổi? __________tuổi

9. Khi đi học trước bạn học đến lớp mấy? Lớp __________

10. Ở nhà bạn, ngôn ngữ nào thường được dùng nhất?

1. Anh
2. Tây ban nha
3. Ả rập
4. Chaldion
5. Hy lạp
6. Việt Nam
7. Ý
8. Tiếng người da đỏ
9. Trung hoa
10. Đức
11. Ba Lan
12. Tiếng khác, xin viết vào

____

11. Bạn sinh năm nào?

19______ _______

12. Bạn thuộc chũng tộc nào (vòng 1 chỗ thôi)

1. Đen
2. Trắng
3. Người nam mỹ châu
4. Á châu, người các đảo Thái bình dưởng
5. Người Mỹ da đỏ

13. Bạn thuộc phái nào?

1. Nữ 2. Nam

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21a

S-2—ARABIC

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721

فيما يلي ستجد بعض العبارات التي تشير إلى أشياء قد تكون مهمًا أو غير مهم أن تتعلمها. أنظر من فضلك إلى كل عبارة ثم ضع دائرة حول الرقم أمام العبارة إلى اليسار الذي يوضح حقيقة شعورك نحو كل منها.

لدي الرغبة في العمل الجاد لمدة طويلة لكي أتعلم كيف:	لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة
٣٠١ - أستخدم ماكينة الانتخابات أو ورقة الانتخابات - - - -	1	2	3	4
٣٠٢ - أكتب استمارات الأعمال (مثل طلب مشتريات أو إعلان تخفيضات . . . .)	1	2	3	4
٣٠٣ - أتحدث عن المشاعر والأفكار لأصدقائي . . - -	1	2	3	4
٣٠٤ - أستخدم المال بطريقة معقولة بأن أقدر ميزانية الأسرة - - -	1	2	3	4
٣٠٥ - أحمي حقوقي القانونية إذا ما قبض علي أو قاضيني أحد - -	1	2	3	4
٣٠٦ - أتعاون مع الآخرين كي أنجح في العمل . . -	1	2	3	4
٣٠٧ - أقرأ الكتب كهواية - - - - - - -	1	2	3	4
٣٠٨ - أملأ استمارات العيادات الصحية أو عيادة الطبيب - - -	1	2	3	4
٣٠٩ - أعطي توجيهات لشخص ما بأن أشير إلى الشمال، الجنوب، الشرق، والغرب. - - - -	1	2	3	4
٣١٠ - أستخدم أدوات القياس في العمل إذا ما التحقت بعمل - -	1	2	3	4
٣١١ - أتخذ قرارات عن استخدام وقت فراغي بحكمة - - - -	1	2	3	4
٣١٢ - أقرر كيفما أشعر نحو مشكلة تحديد النسل - - - -	1	2	3	4

فيما يلى ستجد بعض العبارات التى تدل على أشياء ربما تعرف أو لا تعرف كيف تفعلها. أنظر من فضلك إلى كل عبارة ثم ضع دائرة على الرقم الذى أمام العبارة إلى اليسار الذى يوضح حقيقة مشاعرك نحو كل منها.

إننى أعرف أن :

	بدون صعوبة قط	بدون صعوبة	بصعوبة	بصعوبة شديدة
٤٠١ - أقرأ الجرائد لأعرف ماذا يدور حولنا فى العالم - - - -	1	2	3	4
٤٠٢ - أملأ الخانات فى استمارة الالتحاق بالعمل - - - -	1	2	3	4
٤٠٣ - أفهم معنى الأشياء التى أراها وأسمعها فى الراديو والتليفزيون - - -	1	2	3	4
٤٠٤ - أقدر أفضل الأشياء عند شراء حاجياتى من السوق - - -	1	2	3	4
٤٠٥ - أقدر أفضل المرشحين فى الانتخابات - - - - -	1	2	3	4
٤٠٦ - أستمتع بعملى إذا ما التحقت بعمل - - - - - -	1	2	3	4
٤٠٧ - أستمتع بقراءة المجلات - - - - - -	1	2	3	4
٤٠٨ - أطلب البضائع بالبريد (مثل التليفزيون، الكاتالوجات، ...) - -	1	2	3	4
٤٠٩ - أستمع إلى الأحاديث المختلفة فى السياسة - - - -	1	2	3	4
٤١٠ - أفهم معنى الاستقطاعات من رصيدى فى البنك - - -	1	2	3	4
٤١١ - أتعامل مع العالم المتغير من حولى - - - -	1	2	3	4
٤١٢ - أختار طريقة حياتى بحيث أعيش سعيداً - - -	1	2	3	4

فيما يلي ستجد ٦ مهارات يمكن لك أن تتعلمها في فصول تعليم الكبار. اذكر لنا من فضلك مدى أهمية كل مهارة بالنسبة لك ثم ضع الرقم ١ أمام المهارة التي ترغب أن تتعلمها أولا ، والرقم ٢ أمام المهارة التي ترغب أن تتعلمها ثانيا ، والرقم ٣ أمام المهارة التي ترغب أن تتعلمها ثالثا ، والرقم ٤ أمام المهارة التي ترغب أن تتعلمها رابعاً.

____ الكتابة ____ اتخاذ القرارات ____ التخاطب (التحدث) ، الانصات (الاستماع) ، والتذكر

____ تكوين القيم ، وصياغة الأهداف ____ القراءة ____ الحساب

فيما يلي ستجد ٦ مهارات ربما يستخدمها الكبار في حياتهم اليومية. اذكر لنا من فضلك مدى قيامك فعلا بأداء هذه المهارات بأن تضع الرقم ١ أمام المهارة التي يمكنك أن تؤديها أحسن ما يمكن ، والرقم ٢ أمام المهارة التي يمكن أن تؤديها بدرجة ثانية ، والرقم ٣ أمام المهارة التي يمكنك أن تؤديها بدرجة ثالثة ، والرقم ٤ أمام المهارة التي يمكن أن تؤديها بدرجة رابعة (درجة أقل).

____ الكتابة ____ اتخاذ القرارات ____ التخاطب (التحدث) ، الانصات (الاستماع) ، والتذكر

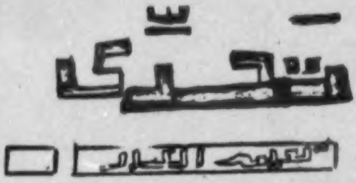
____ تكوين القيم ، وصياغة الأهداف ____ القراءة ____ الحساب

فيما يلى ستجد بعض الصور التى يمكن استخدامها كملصقات وعلامات فى ميتشجان لدعوة الطلاب الجدد لحضور فصول تعليم الكبار .

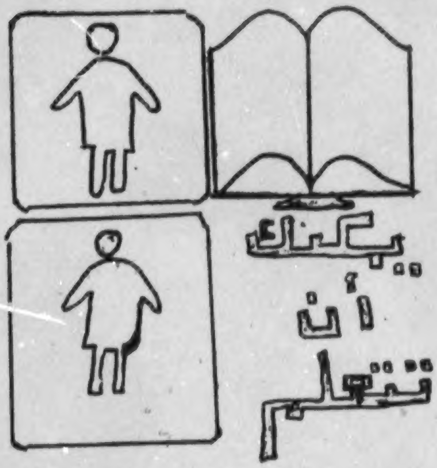
من فضلك أنظر إلى كل صورة جيداً واذكر لنا أفضل صورة من وجهة نظرك

ضع علامة "X" فى المربع المقابل للصورة التى تفضلها :

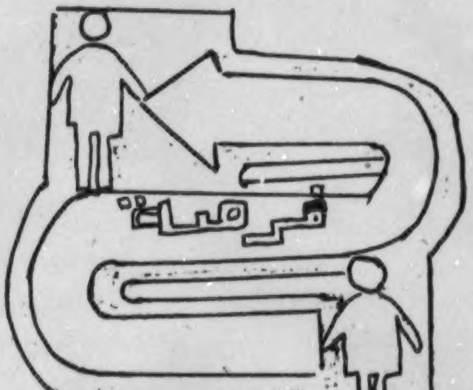
☐


تحدّى
تعليم الكبار

☐


يمكنك
أن
تتعلم

☐



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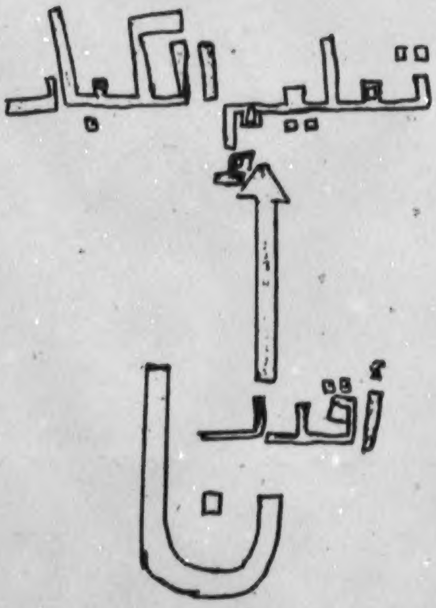
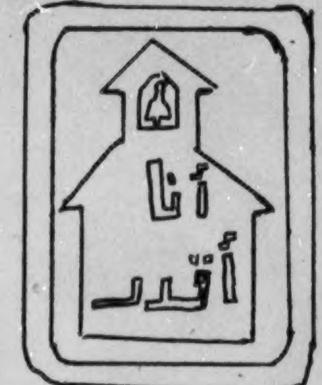

تعليم الكبار
أقدر

فيما يلي مستجد لبعض الصور التي يمكن استخدامها كملصقات ، وعلامات في ميتشجان لدعوة الطلاب الجدد لحضور فصول تعليم الكبار.

من فضلك "أنظر إلى كل صورة جيداً" واذكر لنا أفضل صورة من وجهة نظرك

ضع علامة "X" في المربع المقابل للصورة التي تفضلها :

☐



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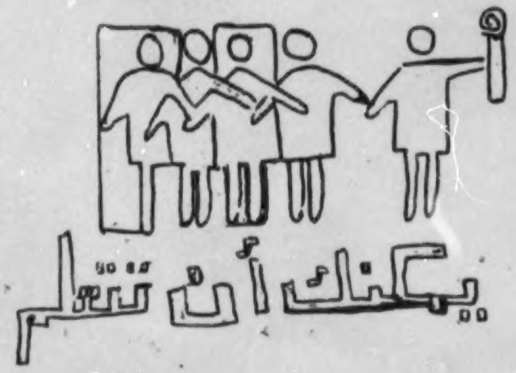
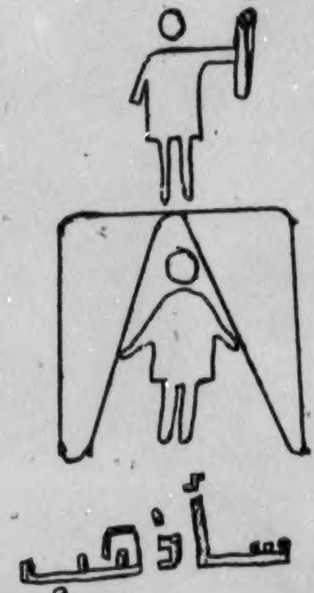

يمكنك أن تتعلم

☐



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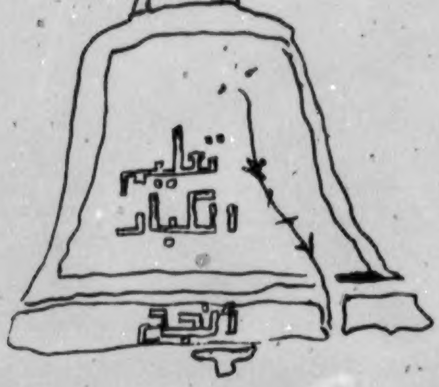
تعليم
الكبار
أنجح

فيما يلى ستجد بعض الأسباب التى تجعل الكبار يبدأون فى الحضور إلى فصول تعليم الكبار . أنظر من فضلك إلى القائمة الآتية واذكر لنا لماذا بدأت تحضر إلى فصول تعليم الكبار . (ضع دائرة فقط على الأسباب التى تنطبق عليك) .

بدأت أحضر إلى فصول تعليم الكبار للأسباب الآتية :-

١- أحاول تحسين نوع عملى .
٢- أكمل دبلوم المدرسة الثانوية أو أنجح فى اختبار G.E.D.
٣- أحاول تحسين مهاراتى الأساسية (مثل القراءة والكتابة والحساب)
٤- أنظر إلى نفسى نظرة أفضل .
٥- أستعد للذهاب إلى الكلية أو التجارة أو مدرسة مهنية .
٦- أتعلم الانجليزية .
٧- أقابل الناس .
٨- أصبح على وعى ودراية .
٩- أصبح أكثر قدرة على العناية بأسرتى .

فيما يلى ستجد بعض الأسباب التى تجعل الكبار يستمرون فى الحضور إلى فصول تعليم الكبار . أنظر من فضلك إلى القائمة الآتية واذكر لنا لماذا تستمر فى الحضور إلى فصول تعليم الكبار . (ضع دائرة فقط على الأسباب التى تنطبق عليك)

١- أحب عمل المدرسة .
٢- أحب الفصل الدراسى والمواد التعليمية .
٣- أتعلم شيئا مفيدا .
٤- أرى أن المعلمين ممتازون .
٥- أحصل على مال عند حضورى .
٦- أحب نظام المدرسة .
٧- أحب الكبار الآخرين الذين يتعلمون معى .
٨- ليس لدى كثيرا من المشاكل الشخصية .
٩- أرى أننى أحقق شيئا ما .
١٠- يمتدحنى أصدقائى وأسرتى عند حضورى .

فيما يلي ستجد بعض العبارات التي تبين الطرق التي يسلك بها بعض الناس. تذكر أنه لا يوجد شخص يمكن أن يسلك نفس السلوك في جميع الأوقات، اذكر لنا من فضلك كم تود أن يسلك المعلمون في فصول تعليم الكبار السلوك المبين فيما يلي:

كم تود أن يسلك المعلمون في فصول تعليم الكبار بأن يكونوا:

	أبداً	أحياناً	غالباً	دائماً
١- حذرين وحريصين	1	2	3	4
٢- منسقين ولطفاء	1	2	3	4
٣- مهتمين بالمشاعر أكثر من اهتمامهم بالقواعد العلمية	1	2	3	4
٤- عاملين بجد وناجحين في أداء واجباتهم ...	1	2	3	4
٥- متوترين وغير مستقرين	1	2	3	4
٦- صريحين ولا يتدخلون في أعمال الغير ...	1	2	3	4
٧- مقتربين إلى أناس آخرين وغير واثقين -- في أنفسهم.	1	2	3	4
٨- مرحين ومتعاطفين	1	2	3	4
٩- طراز قديم (دقة قديمة) وعمليين ---	1	2	3	4
١٠- غير أنانيين ويفكرون في الآخرين ---	1	2	3	4
١١- ذوي طباع حادة ويطلبون الكثير ----	1	2	3	4

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فيما يلي ستجد بعض العبارات التي تبين الطرق التي يسلك بها بعض الناس. تذكر أنه لا يوجد شخص يمكنه أن يسلك نفس السلوك في جميع الأوقات، اذكر لنا من فضلك كم تود أن يسلك المعلمون في فصول تعليم الكبار السلوك المبين فيما يلي.

كم تود أن يسلك المعلمون في فصول تعليم الكبار بأن يكونوا :-

	أبداً	أحياناً	غالباً	دائماً
١٢- صبورين وسريعي الموافقة ----	1	2	3	4
١٣- حريصين ولا يتدخلون في شئون الآخرين --	1	2	3	4
١٤- واثقين من أنفسهم وثابتين ---	1	2	3	4
١٥- هادئين ولا يتحدثون عن مشاعرهم الشخصية --	1	2	3	4
١٦- متأنين وهادئين -----	1	2	3	4
١٧- ذوي طباع هادئة وطيبون ----	1	2	3	4
١٨- مشغوفين ويهتمون بحل المشاكل ---	1	2	3	4
١٩- من السهل التعامل معهم وغير منشغلين --	1	2	3	4
٢٠- جسورين وشجعان ----	1	2	3	4
٢١- يهتمون بالتفاصيل الدقيقة ولا يخططون تخطيطاً دقيقاً للمستقبل --	1	2	3	4
٢٢- مجددين ويحاولون الأفكار الجديدة ..-	1	2	3	4

① كيف حصلت على معلومات عن فصول تعليم الكبار.
(ضع دائرة حول ما ينطبق عليك)

١- أحد الأقارب.
٢- أحد الأصدقاء أو أحد الجيران.
٣- واحداً ممن يحضرون فصول تعليم الكبار اتصل بك تليفونيا أو حضر لمنزلك.
٤- واحداً ممن يعاونون الناس (مثل الاخصائيين الاجتماعيين، قسيس...).
٥- مفكرتي الشخصية.
٦- الراديو.
٧- التليفزيون
٨- الصحف
٩- الإعلانات التي ترسل بالبريد.
١٠- اعلانات الحائط.
١١- لجنة أمن العمل بميتشجان (MESC)
١٢- ادارة الخدمات الاجتماعية (DSS)
١٣- المدارس النظامية.
١٤- وسائل أخرى (إذا وجدت): ______

② هل يتوقف عليك وسائل الحصول على المال إذا ما انقطعت عن الحضور إلى فصول تعليم الكبار (ضع دائرة حول واحدة فقط)

١. نعم ٢. لا

③ هل سبق لك الحضور إلى فصول تعليم الكبار ثم فصلت (ضع دائرة حول واحدة فقط)

١. نعم ٢. لا

④ ما هو موقفك في العمل الآن ؟ (ضع دائرة حول كل ما ينطبق عليك)

١. أعمل بأجر كامل (٣٥ ساعة أو أكثر في الأسبوع)

٢. أعمل بأجر جزء من الوقت (٣٥ ساعة أو أقل كل أسبوع)

٣. لا أعمل بأجر (ضع دائرة حول ما ينطبق عليك)

أ- محال إلى المعاش.

ب- ربة أسرة أو مشرف على المنزل

ج- غير ثابت على عمل واحد

د- غير قادر (عاجز)

هـ- لم أحصل على عمل منذ مدة طويلة

و- لم أحصل على عمل مطلقا

⑤ ما هو مصدر دخلك (ضع دائرة حول كل ما ينطبق عليك)

١. عملك

٢. عمل زوجتك/ زوجك

٣. معونات الأطفال (ADC)

٤. المعونات الحكومية (بما فيها المساعدات العامة)

٥. تعويضات البطالة.

٦. إدارة الأمن الاجتماعي.

٧. إدارة الجيش

٨. مصادر أخرى (إذا وجدت) ________________

1454 731

⑥ منذكم عاماً تسكن فى هذا الحى ؟

عام _ ...... ______

⑦ منذكم شهراً سجلت اسمك فى برنامج تعليم الكبار ؟

شهراً

⑧ كم كان عمرك عندما انقطعت عن المدرسة النظامية ؟

عاماً ...... _

⑨ ما هو أعلى فصل دراسى انتهيت منه فى المدرسة النظامية ؟

_

⑩ ما هى اللغة التى تتحدث بها (غالبا) أسرتك فى المنزل ؟

(ضع دائرة حول واحدة فقط)

١. الانجليزية

٢. الأسبانية

٣. العربية

٤. الكلدانية

٥. اليونانية

٦. الفيتنامية

٧. الإيطالية

٨. أمريكى هندى (أمريكى أصلى)

٩. الصينية

١٠. الألمانية

١١. البولندية

١٢. لغات أخرى (إذا وجدت) : ....

⑪ ما هي سنة ميلادك

19.........

⑫ ما هو جنسك (ضع دائرة حول واحدة فقط)

١- أسود
٢- أبيض
٣- روماني، أسباني
٤- أسيوي - من جذر الباسيفيكي
٥- أمريكي هندي

⑬ ما هو نوعك (ضع دائرة حول واحدة فقط)

١- أنثى　　　٢- ذكر

S-2 — ITALIAN

Sono elencate qui sotto alcune cose che potresti o non potresti essere interessato a imparare. Esaminale una per una e metti un cerchio sul numero che meglio riflette la tua opinione.

Sono disposto a lavorare sodo e molto tempo per imparare a:

	NO,AFFATTO	NO	SI	SI,CERTO
301. Usare la macchina per lo spoglio dei voti o una scheda elettorale	1	2	3	4
302. Fare lavoro di scrittura (esempi: fatture, (ordinazioni)	1	2	3	4
303. Parlare dei miei sentimenti e idee agli amici	1	2	3	4
304. Usare il denaro con buon senso calcolando il bilancio domestico	1	2	3	4
305. Proteggere i miei diritti legali in caso di arresto o citazione penale	1	2	3	4
306. Cooperare con gli altri per riuscire nel lavoro	1	2	3	4
307. Leggere libri per divertimento	1	2	3	4
308. Riempire i moduli alla clinica media o all'ufficio del medico	1	2	3	4
309. Dare istruzioni a qualcuno usando Nord, Sud, Est, Ovest	1	2	3	4
310. Usare gli strumenti di misura al lavoro, quando sono assunto	1	2	3	4
311. Decidere come usare con saggezza il tempo libero	1	2	3	4
312. Decidere che posizion prendere riguardo al controllo sulle nascite	1	2	3	4

735

1458

7b

Sono elencate qui sotto alcune cose che potresti o non potresti sapere già come fare. Esaminale una per una e metti un cerchio sul numero che meglio riflette là tua opinione.

So gia come:

		NO, AFFATTO	NO	SI	SI, CERTO
401.	Leggere un giornale per apprendere cosa succede nel mondo	1	2	3	4
402.	Riempire lo spazio in bianco in una domanda d'impiego	1	2	3	4
403.	Capire il significato delle cose che vedo o ascolto alla radio o alla TV	1	2	3	4
404.	Calcolare i migliori acquisti quando faccio la spesa	1	2	3	4
405.	Decidere per chi votare alle elezioni	1	2	3	4
406.	Godere il lavoro, quando ce l'ho	1	2	3	4
407.	Leggere riviste per passatempo	1	2	3	4
408.	Ordinare la merce per posta (esempi: dischi offerti dalla TV, ordinazioni dal catalogo)	1	2	3	4
409.	Ascoltare gli altri quando parlano di politica	1	2	3	4
410.	Capire cosa significano le trattenute dalla paga	1	2	3	4
411.	Far fronte ai cambiamenti nel mondo attorno a me	1	2	3	4
411.	Scegliere un modo di vivere la mia vita che mi renda felice	1	2	3	4

736
1459

Sono elencate qui sotto sei skills (=abilità o qualifiche professionali) che potresti imparare nei corsi per adulti. Vuoi dirci, per piacere, quanto importante ciascuna skill è per te mettendo 1 davanti alla skill che desideri imparare per primo, 2 davanti alla skill che desideri imparare per secondo, 3 davanti alla skill che desideri imparare per terzo, 4 davanti alla skill che desideri imparare per quarto.

_______Scrivere

_______Formare
Valori e
stabilire Obiettivi

_______Fare Decisioni

_______Leggere

_______Parlare
Ascoltare
Ricordare

_______Aritmetica

Sono elencate qui sotto sei skills che gli adulti potrebbero usare nella loro vita quotidiana. Vuoi dirci con quanta facilità puoi già eseguire ciascuna skill scrivendo 1 davanti alla skill che sai fare meglio, 2 davanti alla skill che sai fare per secondo, 3 davanti alla skill che sai fare per terzo, e 4 davanti alla skill che sai fare per quarto.

_______Scrivere

_______Formare
Valori e
Stabilire Obiettivi

_______Fare Decisioni

_______Leggere

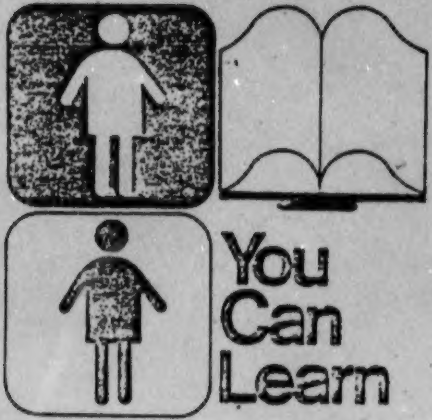
_______Parlare
Ascoltare
Ricordare

_______Aritmetica

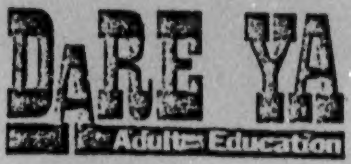
Ecco alcuni disegni che potrebbero essere usati sulle etichette incollate sui paraurti delle macchine o sui cartelli per le affissioni nello stato di Michigan per invitare i nuovi studenti a frequentare i corsi per adulti. Osservate con attenzione ciascun disegno e diteci quale vi piace di più.

Mettere una "X" nel quadretto accanto al disegno che vi piace di più:

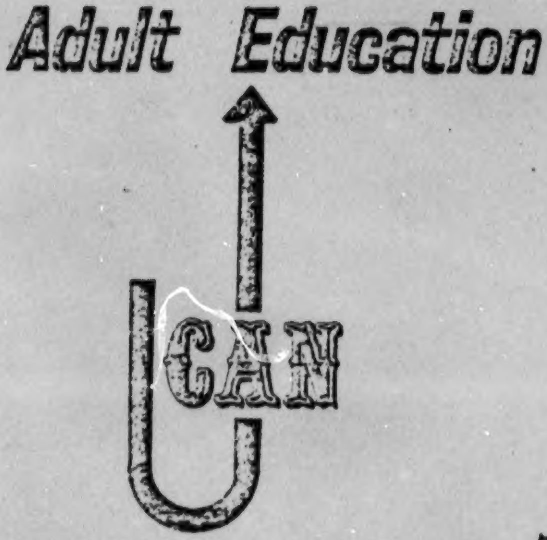
☐


You
Can
Learn

☐


DaRE YA
Adult Education

☐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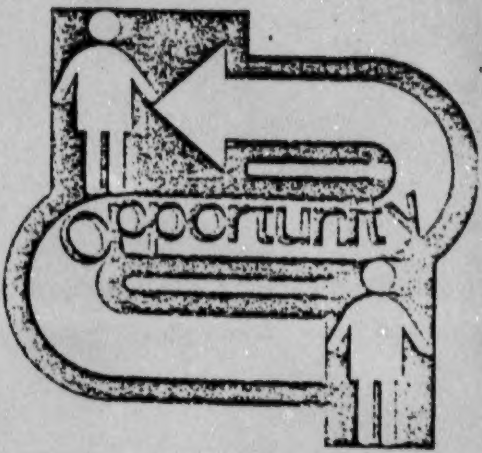

opportunity

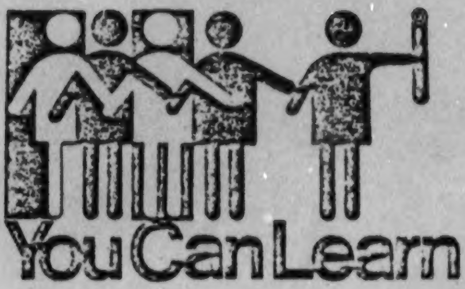
738

1461

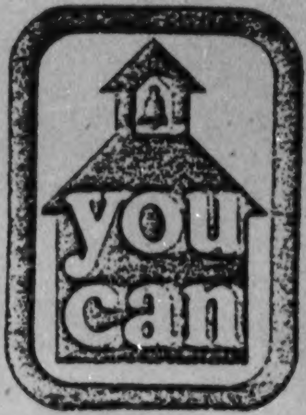
Ecco Alcuni disegni che potrebbero essere usati sulle etichette incollate sui paraurti delle macchine o sui cartelli per le affissioni nello stato di Michigan per invitare i nuovi studenti a frequentare i corsi per adulti. Osservate con attenzione ciascun disegno e diteci quale vi piace di più.

Mettete una "X" nel quadretto accanto al disegno che vi piace di più:

☐


You Can Learn

☐



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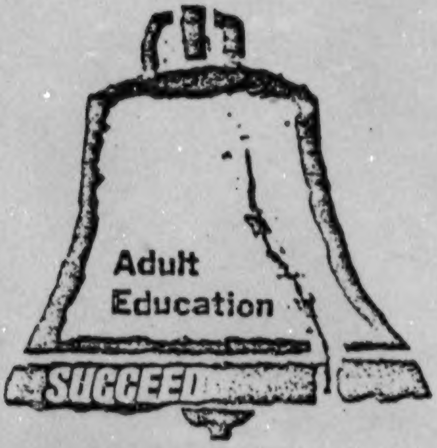
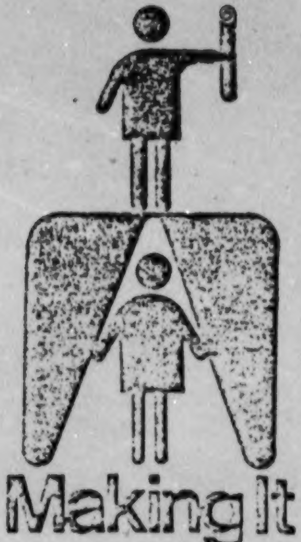

Adult
Education
SUCCEED

☐



7391462

Sono elencate qui sotto alcune ragioni per cui gli adulti hanno cominciato a frequentare i corsi per adulti. Esaminate l'elenco e diteci perche avete cominciato a freuqntare i corsi per adulti. (Mettere un cerchio su numero che corrisponde al vostro caso SOLTANTO)

Ho iniziato a frequentare i corsi per gli adulti per

1. Migliorare la mia situazione di lavoro
2. Completare un diploma di scuola secondaria o passare l'esame G.E.D.
3. Migliorare le mie skill basilari (leggere, scrivere, aritmetica).
4. Sentirmi meglio riguardo a me stesso.
5. Prepararmi per andare all'Università, all'Istituto tecnico o commerciale
6. Imparare l'inglese.
7. Conoscere gente.
8. Essere meglio informato.
9. Essere più capace di badare alla mia famiglia.

Sono elencate qui sotto alcune ragioni per cui gli adulti continuano a frequentare i corsi per adulti. Esaminate l'elenco e diteci perche voi continuate a frequentare i corsi per adulti. (Mettere un cerchio SOLTANTO sul numero che corrisponde al vostro caso)

Continuo a frequentare i corsi per adulti perche:

1. Mi piace il lavoro scolastico.
2. Mi piacciono le aule e le materie di studio.
3. Imparo qualcosa di utile
4. Penso che gli insegnanti siano bravi.
5. Ricevo del denaro per frequentare i corsi.
6. Mi piace il modo in cui la scuola e amministrata.
7. Mi piacciono gli altri adulti allievi.
8. Non ho molti problemi personali.
9. Penso che stia facendo qualcosa che vale la pena.
10. Ricevo elogi dai miei amici e familiari per frequentare i corsi.

740 1463

15x

Sono elencate qui sotto diversi modi in cui la gente può comportarsi. Tenendo presente che nessuno puo agire sempre allo stesso modo, dite quante volte desiderate che gli insegnanti della scuola per adulti usano ciascun comportamento in classe.

Quante volte vuoi che gli insegnanti della scuola per adulti siano:

	MAI	TALVOLTA	SPESSO	SEMPRE
1. Prudenti e attenti	1	2	3	4
2. Ordinati e precisi	1	2	3	4
3. Più interessati ai sentimenti che alle regole scietifiche	1	2	3	4
4. Buoni lavoratori che riescono a portare a termine molti progetti	1	2	3	4
5. Ipersensibili e instancabili	1	2	3	4
6. Franchi e interessati a farsi i fatti propri	1	2	3	4
7. Riservati con gli altri e insicuri di se stessi	1	2	3	4
8. Divertenti e entusiasti	1	2	3	4
9. Di vecchio stampo e pratici	1	2	3	4
10. Altruisti e riguardosi per gli altri	1	2	3	4
11. Rigorosi e irascibili	1	2	3	4

741 1464

16 p

Sono elencati qui sotto diversi modi in cui la gente puo comportarsi. Tenendo presente che nessuno puo agire sempre allo stesso modo, diteci quante volte desiderate che gli insegnanti della scuola per adulti usano ciascun comportamento in classe.

Quante volte vuoi che gli insegnanti della scuola per adulti siano:	MAI	TAVOLTA	SPESSO	SEMPRE
12. Pazienti e ben disposti	1	2	3	4
13. Liberi da preoccupazioni e non coinvolti nella vita degli altri	1	2	3	4
14. Confidenti e stabili	1	2	3	4
15. Calmi e riservati delle loro cose personali	1	2	3	4
16. Rilassati e calmi	1	2	3	4
17. Affabili e gentili	1	2	3	4
18. Curiosi e interessati a risolvere problemi	1	2	3	4
19. Facilono e non molto occupati	1	2	3	4
20. Audaci e coraggiosi	1	2	3	4
21. Preoccupati dei particolari e non preparano tutto in anticipo	1	2	3	4
22. Disposti a provare nuove idee e differenti modi di fare le cose	1	2	3	4

712 1465

17 p

1. Come hai saputo dei corsi per adulti?
(Metti un cerchio sul numero che corrisponde al tuo caso)

1. Un parente

2. Un amico o vicino di casa.

3. Qualcuno della scuola per adulti che ha telefonato o è venuto a visitarmi

4. Le persone che aiutano (esempi: assistenti sociali, prete/pastore)

5. Una mia idea

6. Radio

7. La TV (tivvù)

8. Giornali

9. Notificazioni per posta

10. Cartelli e tabelloni

11. Commissione di Controllo sul Collocamento in Michigan (MESC)

12. Dipartimento di Servizi Sociali (DSS)

13. Scuola regolare, di giorno

14. Altro, scrivere: ______________________________

2. E' vero che non riceverai più denaro se non frequenterai più i corsi per adulti?
(Segnare con un cerchio soltanto un numero)

1. Sì 2. No

3. In passato, hai mai iniziato un corso per adulti e poi hai lasciato?
(Segnare con un cerchio soltanto un numero)

1. Sì 2. No

713 1456

4. Al presente, qual'è la tua situazione di lavoro?
(Segnare con un cerchio il numero che corrisponde al tuo caso)

1. Lavoro a pieno impiego (35 ore o più per settimana)

2. Lavoro a mezzo impiego (35 ore o meno per settimana)

3. Non lavoro per essere pagato
(Mettere un cerchio sulla lettera che corrisponde al tuo caso)

a. Pensionato

b. Casalingo

c. Licenziato

d. Invalido

e. È da molto tempo che non ho un lavoro

f. Non ho mai ottenuto un impiego

5. Da dove proviene il tuo reddito?
(Metti un cerchio sul numero che corrisponde al tuo caso)

1. Il mio impiego

2. Il lavoro del marito o della moglie

3. ADC (Assistenza per i figli a carico)

4. Assistenza Sociale (inclusa l'Assistenza Generale)

5. Sussidi di disoccupazione

6. Programma di Providenza Sociale

7. Associazione ex combattenti

8. Altro, scrivere: ______________________________

744 1457

6. Da quanti anni abiti in questo quartiere?

______ ______ Anni

7. Da quanti mesi ti sei iscritto alla scuola per adulti?

______ ______ Mesi

8. A che età ti sei ritirato dalla scuola regolare?

______ ______ Età

9. Qual è l'anno di corso che hai completato alla scuola regolare?

______ ______ Classe

10. In casa, qual'è la lingua che la tua famiglia parla più spesso?
(Mettere un cerchio sul numero che corrisponde al tuo caso)

1. Inglese
2. Spagnolo
3. Arabo
4. Caldeo
5. Greco
6. Vietnamese
7. Italiano
8. Indiano Americano Indigeno
9. Cinese
10. Tedesco
11. Polacco
12. Altre, scrivere: ____________

____

715 1468

11. In quale anno sei nato?

19___ ___

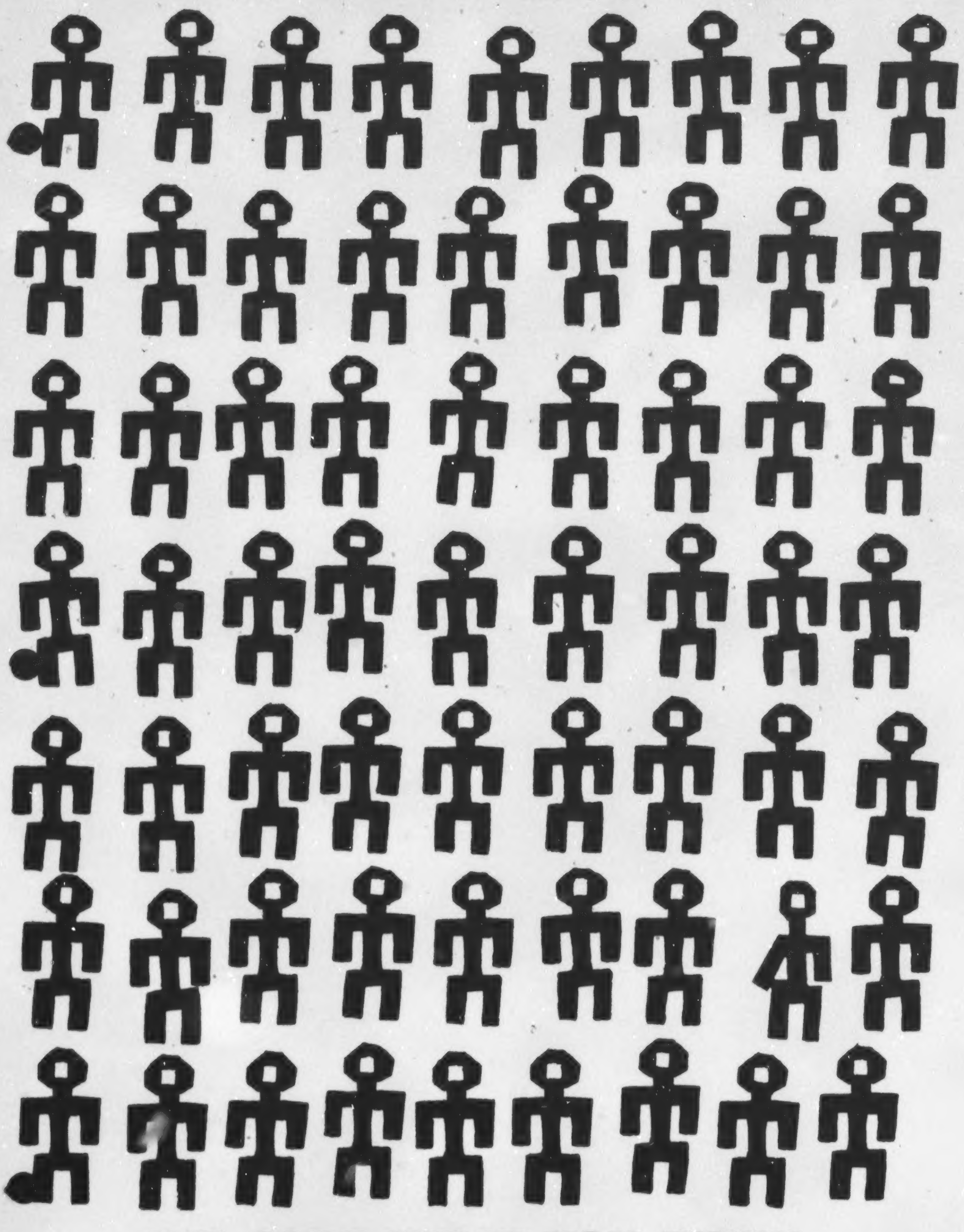
12. Qual è la tua razza?
(Metti un cerchio sul numero che corrisponde al tuo caso)

1. Negra
2. Bianca
3. Latina, Spagnola
4. Asiatica, Isole del Pacifico
5. Indiana Americana

13. Qual'è il tuo sesso?
(Metti un cerchio su un numero soltanto)

1. Femminile
2. Maschile

746 1469



WE CARE WHAT YOU THINK

747 1470

S-3 —Translated Versions

DEAR ABE TEACHER:

WE NEED YOUR HELP IN GATHERING ACCURATE INFORMATION ABOUT THE WANTS AND NEEDS OF ADULT LEARNERS. WE HOPE YOU WILL BE WILLING TO READ THIS ENTIRE SURVEY OUT LOUD IN ENGLISH TO THE CLASS. PLEASE ADMINISTER THE SURVEY USING THE FOLLOWING STANDARDIZED DIRECTIONS.

1. Plan about one hour for the survey.
2. Don't start until the class is really settled in.
3. Close the door and put up a "Do Not Disturb" sign.
4. Separate adult learners as much as possible.
5. Help adult learners relax by assuring them that this survey is not a test and that you will be reading it out loud as they go through it.
6. If you are surveying ESL adult learners, refer to the translated version for occasional help with Spanish, Vietnamese, Arabic or Italian.
7. Minimize the disturbance of late coming adult learners by letting them miss the previous part and starting where the class is.
8. Have the students begin the survey together and stay together, line by line. Make it clear when you change pages.
9. Remind the adult learners that we really want to know their own individual opinions; not what they think others want to hear. In Part One, for instance, they may or may not be willing to work very hard and long to learn certain tasks.
10. Encourage adult learners to answer every question according to the directions on that particular page. Repeat instructions, lead-in sentences and response numbers often. Emphasize underlined words.
11. Circulate around the classroom to check that everyone is doing alright, especially when the response pattern changes.
12. Keep the oral reading pace steady by discouraging long questions and peer discussions.
13. Encourage adult learners to complete the demographic questions at the end of the survey. This information is critical in identifying significant findings among or between groups.
14. Have adult learners seal completed surveys, using seals provided.
15. Collect surveys and return to your ABE administrator.

THANK YOU FOR HELPING WITH, AND PARTICIPATING IN, A STUDY IMPORTANT TO ALL OF US WHO WANT TO SERVE AN EDUCATIONAL BENEFIT TO THE PUBLIC.

S-3 — SPANISH

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Ballan, Project Specialist
Margaret L. Dickinson, Project Specialist

Support for this project was provided by a grant of Federal funds under Section 309 of the Adult Education Act (P.L. 91-230 III), as amended, administered by the Michigan Department of Education. Points of view and opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Michigan Department of Education.

7491472

A CONTINUACION LE PRESENTAMOS UN LISTADO DE COSAS QUE USTED PUEDE O NO ESTAR INTERESADO EN APRENDER. POR FAVOR LEA CADA RENGLON Y MARQUE CON UN CIRCULO EL NUMERO QUE MEJOR INDIQUE COMO USTED SE SIENTE.

YO ESTOY DISPUESTO A DEDICAR TIEMPO Y ESFUERZO PARA APRENDER COMO:

201. LEER AVISOS DE PERIODICOS Y REVISTAS CON SUFICIENTE CUIDADO COMO PARA DARME CUENTA DE ENGAÑOS 1 2 3 4

202. LLENAR FORMULARIOS DE REGISTRO PARA VOTAR .....

203. DECIR LAS COSAS QUE DEBO EN UNA ENTREVISTA DE TRABAJO ....

204. LLEVAR REGISTRO DE LA PUNTUACION EN JUEGOS (EJEMPLO: BOWLING, CARTAS) ....

205. EVITAR PROBLEMAS DE LICOR Y DROGAS ....

206. PARTICIPAR EN NUESTRO SISTEMA DE GOBIERNO .....

207. LEER UNA CARTA A UN AMIGO ....

208. ESCRIBIR UNA CARTA A UN AMIGO ....

209. DECIR LO QUE ESTA DAÑADO (EJEMPLO: PLOMERO, MECANICO DE CARROS) ....

210. SABER SACAR LOS IMPUESTOS DE VENTA ....

211. DECIDIR QUE CLASE DE ENTRENAMIENTO PARA EL TRABAJO ESTOY NECESITANDO ....

212. ESCOGER QUE COMPORTAMIENTO SEXUAL ES CORRECTO PARA MI ....

750

1473

7c

A CONTINUACION LE PRESENTAMOS UN LISTADO DE COSAS QUE USTED PUEDE O NO SABER COMO HACERLAS. POR FAVOR LEA CUIDADOSAMENTE CADA RENGLON Y COLOQUE UN CIRCULO EN EL NUMERO QUE MEJOR INDIQUE COMO USTED SE SIENTE.

YO SE COMO:

101. SABER QUE HAY EN EL ALIMENTO QUE COMO LEYENDO LAS ETIQUETAS DE LOS PAQUETES 1 2 3 4

102. LLENAR FORMULARIOS PARA ASISTENCIA FINANCIERA (EJEMPLOS: BENEFICIOS PARA DESEMPLEADOS, ADC -AYUDA PARA NIÑOS DEPENDIENTES-)................................

103. EXPLICAR LAS FUNCIONES A UN NUEVO TRABAJADOR ....

104. SABER EL COSTO DE UN PASATIEMPO O VACACIONES ....

105. AYUDAR A LA FAMILIA CUANDO ATRAVIESA TIEMPOS DIFICILES (EJEMPLOS : EMFERMEDADES GRAVES, MUERTE DE UN SER QUERIDO) ....

106. LLEVARME BIEN CON GENTE DIFERENTE A MI .....

107. LEER LIBROS QUE INSTRUYEN NUEVAS DESTREZAS EN EL TRABAJO (EJEMPLO: LIBROS DE UNA CLASE DE ENTRENAMIENTO PARA EL TRABAJO).....

108. ESCRIBIR LO QUE PIENSO.......................

109. HABLAR CON MIEMBROS DE LA FAMILIA SIN PELEAR ....

110. UTILIZAR EL SISTEMA METRICO DECIMAL (EJEMPLO: METROS, LITROS Y KILOMETROS)..........

111. PROTEJERME EN CONTRA DE INJUSTICIAS EN EL TRABAJO ....

112. DECIDIR EN QUE CREER (EJEMPLO: RELIGION, SUPERTICIONES) ....

751 1474

9c

A CONTINUACION LE PRESENTAMOS SEIS DESTREZAS QUE USTED PUEDE APRENDER EN CLASES DE EDUCACION PARA ADULTOS. POR FAVOR INDIQUENOS QUE TAN IMPORTANTE ES CADA DESTREZA PARA USTED COLOCANDO UN 1 AL LADO DE LA DESTREZA QUE USTED DESEA APRENDER PRIMERO, UN 2 AL LADO DE LA DESTREZA QUE USTED DESEA APRENDER EN SEGUNDO LUGAR, UN 3 AL LADO DE LA DESTREZA QUE USTED DESEA APRENDER EN TERCER LUGAR Y 4 AL LADO DE LA DESTREZA QUE USTED QUIERE APRENDER EN CUARTO LUGAR.

________ESCRIBIR

________TOMAR DECISIONES

______HABLAR, ESCUCHAR, RECORDAR

________FORMACION DE VALORES Y FIJACION DE OBJETIVOS

________LEER

_____ARITMETICA

A CONTINUACION LE PRESENTAMOS SEIS DESTREZAS QUE LOS ADULTOS DEBEN USAR COTIDIANAMENTE. POR FAVOR INDIQUENOS QUE TAN BIEN PUEDE HACER CADA UNA DE ELLAS COLOCANDO UN 1 AL LADO DE LA DESTREZA QUE USTED SABE HACER MEJOR, UN 2 AL LADO DE LA QUE USTED SABE EN SEGUNDO LUGAR, UN 3 AL LADO DE LA QUE USTED SABE EN TERCER LUGAR Y 4 AL LADO DE LA QUE USTED SABE EN CUARTO LUGAR.

________ESCRIBIR

________TOMAR DECISIONES

____HABLAR, ESCUCHAR, RECORDAR

________FORMACION DE VALORES Y FIJACION DE OBJETIVOS

_______LEER

____ARITMETICA

LE PRESENTAMOS ALGUNOS DIBUJOS QUE PUEDEN SER UTILIZADOS COMO CALCOMANIAS PARA INVITAR A NUEVOS ESTUDIANTES A LAS CLASES DE EDUCACION PARA ADULTOS. POR FAVOR OBSERVE LOS DIBUJOS CUIDADOSAMENTE Y DIGANOS CUAL DE ELLOS LE GUSTA MAS.

COLOQUE UNA "X" EN EL CUADRO QUE CORRESPONDE AL DIBUJO QUE MAS LE GUSTA:

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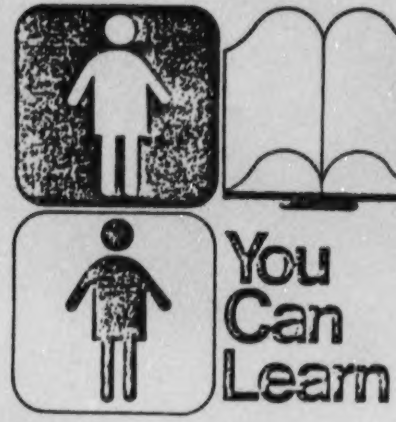
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APRENDER

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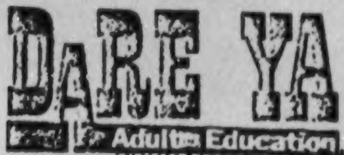
DECIDASE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EDUCACION PARA ADULTOS

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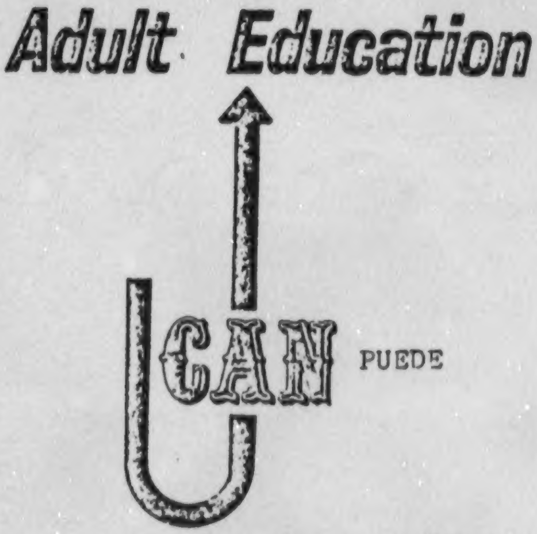
EDUCACION PARA ADULTOS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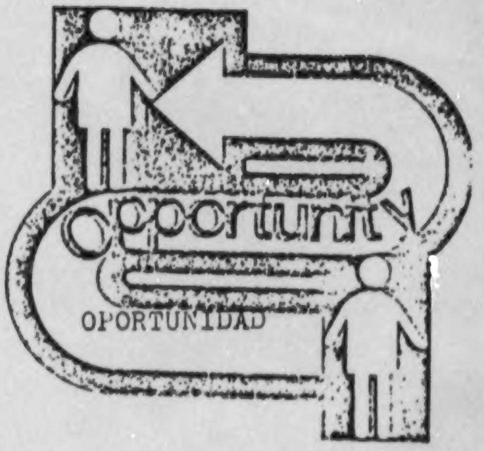
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OPORTUNIDAD

LE PRESENTAMOS ALGUNOS DIBUJOS QUE PUEDEN SER UTILIZADOS COMO CALCOMANIAS PARA INVITAR A NUEVOS ESTUDIANTES A LAS CLASES DE EDUCACION PARA ADULTOS. POR FAVOR OBSERVE LOS DIBUJOS CUIDADOSAMENTE Y DIGANOS CUAL DE ELLOS LE GUSTA MAS.

COLOQUE UNA "X" EN EL CUADRO QUE CORRESPONDE AL DIBUJO QUE MAS LE GUSTA:

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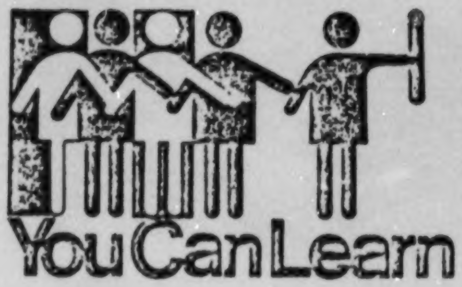
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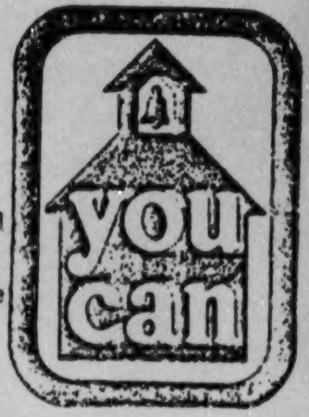

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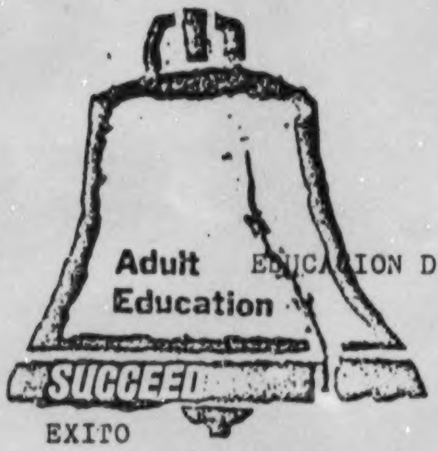
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EDUCACION DE ADULTOS

EXITO

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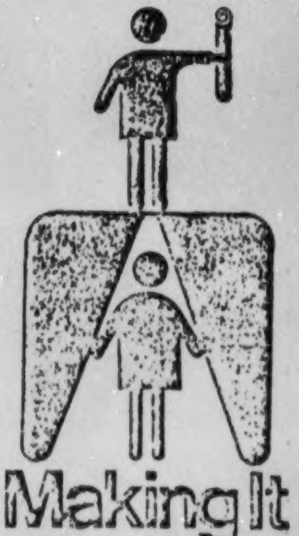

HACIENDOLO

754

1477

NO HAY RESPUESTAS CORRECTAS O INCORRECTAS. POR FAVOR DIGANOS COMO USTED SE SIENTE ACERCA DE CADA UNA DE LAS IDEAS QUE A CONTINUACION SE INDICAN PONIENDO UN CIRCULO EN LA PALABRA CIERTO O FALSO AL LADO DE CADA UNA DE LAS SIGUIENTES ORACIONES.

1. YO CON FRECUENCIA DESEO SER OTRA PERSONA .... CIERTO FALSO

2. ME PARECE MUY DIFICIL HABLAR EN FRENTE DE UN GRUPO ....

3. HAY MUCHAS COSAS ACERCA DE MI MISMO QUE ME GUSTARIA CAMBIAR SI PUDIERA ....

4. PUEDO DECIDIRME SIN DEMASIADO PROBLEMA ....

5. YO SOY UNA PERSONA CON QUIEN LOS DEMAS SE PUEDEN DIVERTIR O ENTRETENER ....

6. YO ME ENOJO CON FACILIDAD EN LA CASA.............

7. ME TOMA MUCHO TIEMPO ACOSTUMBRARME A ALGO NUEVO .

8. YO SOY POPULAR ENTRE PERSONAS DE MI MISMA EDAD ..

9. EN MI CASA ESPERAN DEMASIADO DE MI ....

10. MIS PADRES GENERALMENTE TOMAN EN CONSIDERACION MIS SENTIMIENTOS ....

11. YO ME SOMETO O CEDO CON FACILIDAD ....

12. ES BASTANTE DIFICIL SER YO MISMO ....

13. TODAS LAS COSAS EN MI VIDA ESTAN MUY CONFUSAS ...

755 1478

NO HAY RESPUESTAS CORRECTAS O INCORRECTAS. POR FAVOR DIGANOS COMO SE SIENTE USTED ACERCA DE CADA UNA DE LAS IDEAS QUE A CONTINUACION SE INDICAN PONIENDO UN CIRCULO EN LA PALABRA CIERTO O FALSO AL LADO DE CADA UNA DE LAS SIGUIENTES ORACIONES.

14. OTRAS PERSONAS GENERALMENTE SIGUEN MIS IDEAS CIERTO FALSO

15. YO TENGO UNA OPINION BAJA DE MI MISMO ......

16. MUCHAS VECES ME GUSTARIA IRME DE LA CASA ..

17. CON FRECUENCIA ME SIENTO ENOJADO POR EL TRABAJO QUE YO HAGO ....

18. YO NO SOY TAN BIEN PARECIDO COMO LA MAYOR PARTE DE LA GENTE ....

19. SI YO TENGO ALGO QUE DECIR, GENERALMENTE LO DIGO ....

20. MI FAMILIA ME ENTIENDE ....

21. OTRAS PERSONAS GUSTAN MAS DE LO QUE YO GUSTO ....

22. YO GENERALMENTE SENTI COMO SI MIS PADRES ME ESTUVIESEN PRESIONANDO ....

23. YO CON FRECUENCIA ME SIENTO DESALENTADO POR LO QUE ESTOY HACIENDO ....

24. LAS COSAS GENERALMENTE NO ME MOLESTAN ......

25. NADIE PUEDE DEPENDER DE MI ....

26. YO SIEMPRE DIGO LA VERDAD ....

27. A MI ME GUSTAN LAS PERSONAS QUE CONOZCO ....

756

1479

15s

A CONTINUACION HAY UNA LISTA DE MANERAS EN QUE LA GENTE SE PUEDE COMPORTAR. RECORDANDO QUE NADIE PUEDE ACTUAR EN LA MISMA FORMA TODO EL TIEMPO, POR FAVOR DIGANOS CON CUANTA FRECUENCIA USTED DESEA QUE LOS PROFESORES DE EDUCACION PARA ADULTOS MUESTREN CADA CONDUCTA EN CLASE.

CON CUANTA FRECUENCIA USTED DESEA QUE LOS PORFESORES DE EDUCACION PARA ADULTOS SEAN,

1. CAUTELOS Y CUIDADOSOS 1 2 3 4

2. PULCROS Y CUIDADOSOS..........................

3. MAS INTERESADOS EN SENTIMIENTOS QUE EN REGLAS CIENTIFICAS ....

4. TRABAJADORES Y EXITOSOS OBTENIENDO RESULTADOS ..

5. INCANSABLES Y ACTIVOS..........................

6. FRANCOS E INTERESADOS EN OBTENER SUS OBJETIVOS

7. CERCANOS A OTRA GENTE E INSEGUROS DE SI MISMOS ....

8. DIVERTIDOS Y ENTUSIASTAS ....

9. ANTICUADOS Y PRACTICOS ....

10. DESPRENDIDOS Y CONSIDERADOS CON LOS DEMAS ......

11. EXIGENTES Y DE MAL TEMPERAMENTO ....

757 1480

16p

A CONTINUACION HAY UNA LISTA DE MANERAS EN QUE LA GENTE SE PUEDE COMPORTAR. RECORDANDO QUE NADIE PUEDE ACTUAR EN LA MISMA FORMA TODO EL TIEMPO, POR FAVOR DIGANOS CON CUANTA FRECUENCIA USTED DESEA QUE LOS PROFESORES DE EDUCACION PARA ADULTOS MUESTREN CADA CONDUCTA EN CLASE.

CON CUANTA FRECUENCIA USTED DESEA QUE LOS PROFESORES DE EDUCACION PARA ADULTOS SEAN:

12. PACIENTES Y AGRADABLES 1 2 3 4

13. DESPREOCUPADOS Y NO ENVUELTOS EN LA VIDA DE LOS DEMAS ....

14. SEGUROS Y ESTABLES.........................

15. CALLADOS Y PRIVADOS EN CUANTO A SENTIMIENTOS PERSONALES................................

16. RELAJADOS Y CALMADOS.......................

17. DE VOZ SUAVE Y AMABLES ....

18. CURIOSOS E INTERESADOS EN RESOLVER PROBLEMAS ....

19. CONDESCENDIENTES Y NO MUY OCUPADOS ....

20. AUDACES Y ATREVIDOS........................

21. PREOCUPADOS ACERCA DE PEQUEÑOS DETALLES Y NO EN PLANEAR LAS COSAS DE ANTEMANO ......

22. DISPUESTOS A PONER A PRUEBA NUEVAS IDEAS Y MANERAS DE HACER LAS COSAS ....

1. COMO SE ENTERO USTED ACERCA DE LAS CLASES PARA EDUCACION DE ADULTOS? (COLOQUE UN CIRCULO EN TODAS LAS RESPUESTA QUE SE AJUSTEN A SU CASO)

    1. UN FAMILIAR
    2. UN AMIGO O VECINO
    3. ALGUIEN DE EDUCACION PARA ADULTOS QUE LO LLAMO O FUE A SU CASA
    4. GENTE QUE AYUDA (EJEMPLOS: TRABAJADORES SOCIALES, CURA/SACERDOTE)
    5. POR IDEA PROPIA
    6. RADIO
    7. T.V.
    8. PERIODICOS
    9. POR CORREO
    10. ANUNCIOS
    11. COMISION DE MICHIGAN PARA LA SEGURIDAD EN EL EMPLEO (MESC)
    12. DEPARTAMENTO DE SERVICIOS SOCIALES (DSS)
    13. UN DIA DE ESCUELA REGULAR
    14. OTRO, ESCRIBA EN ESTE ESPACIO ______________________________

    ____

2. DEJARA USTED DE OBTENER DINERO SI DEJA DE VENIR A LAS CLASES DE EDUCACION PARA ADULTOS? (COLOQUE UN CIRCULO EN SOLAMENTE UNA RESPUESTA)

    1. YES 2. NO

3. COMENZO USTED A ASISTIR A CLASES DE EDUCACION PARA ADULTOS Y DESPUES SE RETIRO? (COLOQUE UN CIRCULO EN SOLAMENTE UNA RESPUESTA)

    1. YES 2. NO

759

1482

4. HASTA HOY, CUAL ES SU POSICION EN EL TRABAJO? (COLOQUE UN CIRCULO EN TODAS LAS RESPUESTAS QUE CORRESPONDAN A SU CASO)

   1. TRABAJO A TIEMPO-COMPLETO (35 HORAS O MAS A LA SEMANA)

   2. TRABAJO A MEDIO-TIEMPO (35 HORAS O MENOS A LA SEMANA)

   3. TRABAJO SIN DEVENGAR DINERO (PONGA UN CIRCULO DONDE CORRESPONDA)

      a. RETIRADO

      b. TRABAJO DEL HOGAR

      c. SUSPENDIDO TEMPORALMENTE

      d. IMPOSIBILITADO

      e. NO HE TENIDO TRABAJO DESDE HACE MUCHO TIEMPO

      f. NUNCA HE TENIDO UN TRABAJO

5. CUAL ES LA FUENTE DE SU INGRESO (COLOQUE UN CIRCULO DONDE CORRESPONDA)

   1. SU PROPIO TRABAJO

   2. EL EMPLEO DE SU ESPOSA/ESPOSO

   3. ADC (AYUDA PARA NINOS DEPENDIENTES)

   4. ASISTENCIA PUBLICA (INCLUYENDO ASISTENCIA GENERAL)

   5. COMPENSACION PARA DESEMPLEADOS

   6. SEGURO SOCIAL

   7. ADMINISTRACION DE VETERANOS DE GUERRA

   8. OTRO, ESCRIBA EN ESTE ESPACIO ______________________________

760 1493

6. CUANTOS ANOS HA ESTADO USTED VIVIENDO EN ESTA VECINDAD?

________ ___________AÑOS

7. CUANTOS MESES HA ESTADO USTED INSCRITO EN ESTE PROGRAMA DE EDUCACION PARA ADULTOS?

________ ___________MESES

8. QUE EDAD TENIA USTED CUANDO ABANDONO LA ESCUELA?

________ _________AÑOS DE EDAD

9. CUAL FUE EL ULTIMO GRADO QUE USTED COMPLETO EN LA ESCUELA

________ _________GRADO

10. CUAL ES EL IDIOMA QUE SE HABLA CON MAS FRECUENCIA EN SU CASA? (COLOQUE EL CIRCULO EN SOLAMENTE UNA RESPUESTA)

1. INGLES
2. ESPANOL
3. ARABE
4. CALDEO
5. GRIEGO
6. VIETNAMIS
7. ITALIANO
8. INDIGENA
9. CHINO
10. ALEMAN
11. POLACO
12. OTRO, ESCRIBA EN EL ESPACIO

____

761 1494

11. EN QUE ANO NACIO USTED?

19 ______ ______

12 CUAL ES SU RAZA? (COLOQUE EL CIRCULO EN UNA RESPUESTA SOLAMENTE)

1. NEGRO

2. BLANCO

3. LATINO, HISPANIC

4. ASIATICO

5. INDIO

13. CUAL ES SU SEXO?

1. FEMENINO　　　　2. MASCULINO

S-3 — VIETNAMESE

Sau đây là 12 điều có thể bạn đã biết hay không biết. Xinbạn đọc kỹ mỗi câu và vẽ một vòng tròn quanh số tương ứng với ý nghĩ của bạn về mỗi câu.

1	2	3	4
hoàn toàn bất đồng ý	không đồng ý hẳn	đồng ý, chút đỉnh	đồng ý hoàn toàn

Tôi sẵn sàng chịu khó để học cách:

201. Đọc kỹ các quảng cáo trên nhật báo và nguyệt san để biết các quảng cáo đó nói sự thật hay nói láo.
202. Cách điền các phiếu ghi danh xin bầu cử.
203. Nói cái gì nên nói khi đi phỏng vấn để xin việc làm.
204. Cách tính điểm trong các trò chơi (như chơi bowling, hay chơi bài).
205. Tránh những vấn đề liên quan tới rượu và ma túy.
206. Tham gia vào hệ thống hành chánh.
207. Đọc các quảng cáo để tìm việc.
208. Viết thơ cho một người bạn.
209. Bảo cho các người thợ biết nên làm gì (như thợ sửa ống nước hay sửaxe).
210. Tính thuế bán.
211. Quyết định nên học lớp hướng nghiệp nào để sửa soạn cho nghề tương lai.
212. Nên đối xử như thế nào với người khác phái.

Sau đây là vài điều bạn có thể thích học hay không thích học. Xin bạn đọc kỹ mỗi câu và vẽ một vòng tròn quanh số tương ứng với ý nghĩ của bạn về mỗi câu.

1	2	3	4
hoàn toàn bất đồng ý	không đồng ý hẳn	đồng ý, chút đỉnh	đồng ý hoàn toàn

Tôi đã biết:

101. Tìm ra trong đồ ăn có những gì bằng cách đọc các bản liệt kê các nguyên liệu viết trên mỗi hộp đồ ăn.

102. Điền các đơn xin trợ cấp (như đơn xin trợ cấp khi thất nghiệp, trợ cấp cho trẻ em chưa tự túc được.

103. Giải thích công việc cho một người thợ tới sau tôi.

104. Tính xem một thú tiêu khiển hay một cuộc du lịch tốn bao nhiêu.

105. Giúp đỡ gia đình qua cơn hoạn nạn (như khi có người trong gia đình bị đau hay bị chết).

106. Thích hợp với những người có hoàn cảnh khác biệt với tôi.

107. Đọc được các sách dạy nghề mới (như các sách dùng tại các lớp hướng nghiệp).

108. Viết ra giấy tư tưởng của tôi.

109. Nói chuyện với người thân trong gia đình mà không phải cải cọ.

110. Dùng các đơn vị đo lường như: mét, lít, và kilô mét.

111. Bảo vệ quyền lợi trong công việc để khỏi bị người khác hà hiếp.

112. Quyết định nên tin cái gì (như tín ngưỡng hay dị đoan).

Dướiđây là sáu khả năng bạn có thể học trong các lớp học dành cho người lớn. Xin bạn cho biết bạn thấy mỗi khả năng quan trọng đối với bạn như thế nào bằng cách viết số 1 cạnh khả năng bạn muốn học trước tiên, số 2 cạnh khả năng bạn muốn học thứ nhì, số 3 cạnh khả năng bạn muốn học thứ ba, và số 4 cạnh khả năng bạn muốn học thứ tư.

__________ Viết

__________ Quyết định trong việc chọn lựa

__________ Nói
Nghe
Nhớ

__________ Thiết lập hệ thống giá trị và định hướng đi cho tương lai

__________ Đọc

__________ Toán

Sau đây là 6 khả năng người lớn có thể dùng trong đời sống hằng ngày. Xin bạn cho biết khả năng của bạn giỏi đến mức nào bằng cách viết số 1 cạnh khả năng bạn giỏi nhất, số 2 cạnh khả năng bạn giỏi thứ nhì, số 3 cạnh khả năng bạn giỏi thứ ba, và số 4 cạnh khả năng bạn giỏi thứ tư.

__________ Viết

__________ Quyết định trong việc chọn lựa

__________ Nói
Nghe
Nhớ

__________ Thiết lập hệ thống giá trị và định hướng đi cho tương lai

__________ Đọc

__________ Toán

Sau đây là một vài hình vẻ có thể được dùng trong các bản số xe và các bản cấm dọc đường tại tiểu bang Michigan để khuyến khích người lớn đi học thêm. Xin bạn nhìn kỹ các hình vẽ và cho biết bạn thích hình nào nhất.

Xin vẽ một chữ X vào hình vuông bên cạnh hình vẽ bạn thích nhất.

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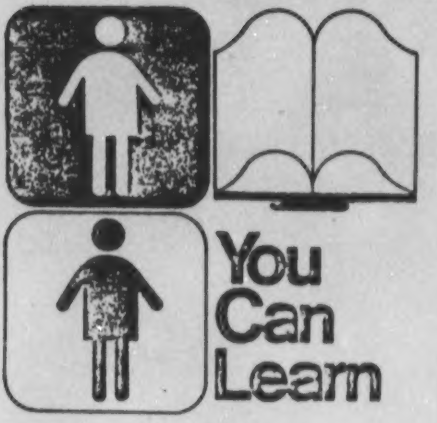
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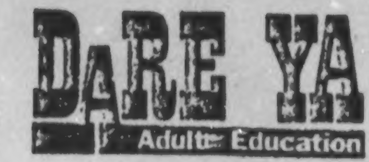
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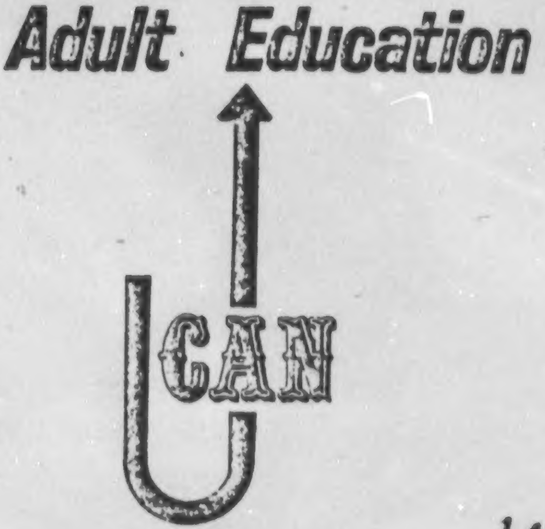
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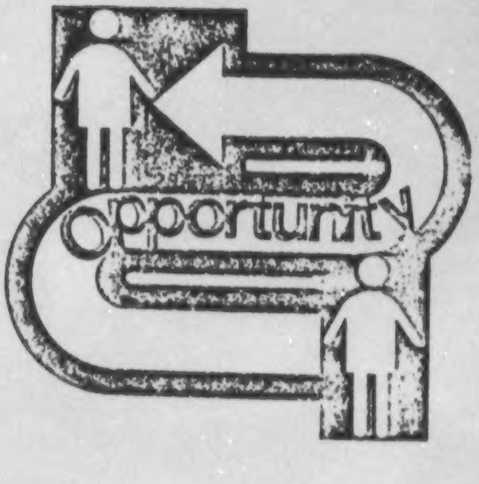
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Sau đây là một vài hình vẽ có thể được dùng trong các bản số xe và các bản cắm dọc đường tại tiểu bang Michigan để khuyến khích người lớn đi học thêm. Xin bạn nhìn kỹ các hình vẽ và cho biết bạn thích hình nào nhất.

Xin vẽ một chữ X vào hình vuông bên cạnh hình vẽ bạn thích nhất.

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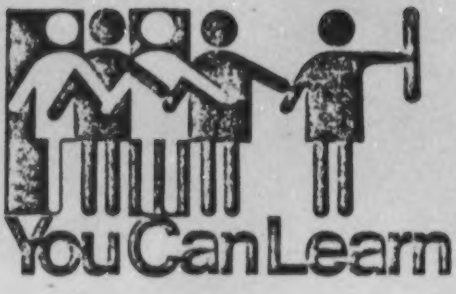
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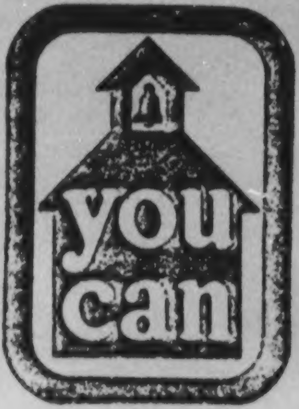

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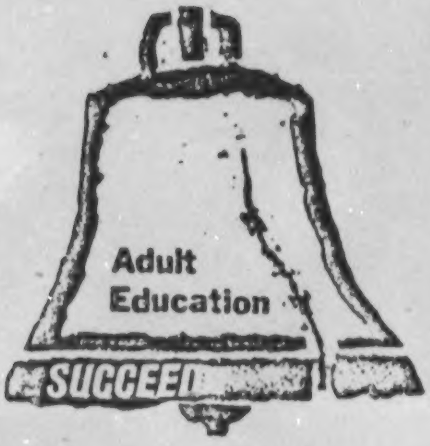
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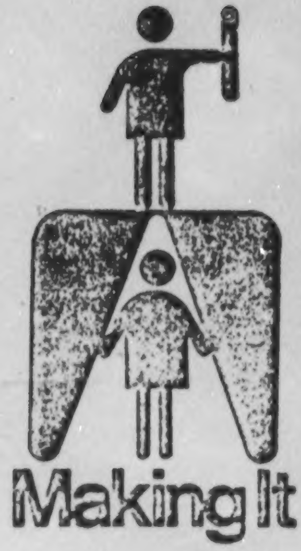

Sau đây không phải là những câu trả lời đúng hay sai. Xin bạn cho biết bạn nghĩ như thế nào về những ý nghĩ sau và vẽ một vòng tròn quanh chữ "True" nếu bạn thấy ý nghĩ đó gần với ý nghĩ của bạn, và vẽ một vòng tròn quanh chữ "False" nếu bạn thấy không gần với ý nghĩ của bạn một chút nào cả.

1. Tôi thường ước mong tôi là một người khác.
2. Tôi thấy nói trước một đám đông thật là khó.
3. Tôi muốn thay đổi tôi về một vài phương diện nếu tôi có thể.
4. Tôi có thể quyết định mà không thấy khó khăn lắm.
5. Ai cũng thích ở bên tôi vì tôi làm cho họ vui.
6. Ở nhà tôi rất dễ bực mình.
7. Tôi phải mất nhiều thì giờ mới thích hợp với cái gì mới.
8. Những người cùng tuổi với tôi rất thích tôi.
9. Gia đình tôi đòi hỏi tôi quá nhiều.
10. Cha mẹ tôi trọng tình cảm của tôi.
11. Tôi nhượng bộ một cách dễ dàng.
12. Rất khó cho tôi giữ nguyên con người của tôi.
13. Có nhiều chuyện rắc rối trong đời tôi quá.

Sau đây không phải là những câu trả lời đúng hay sai. Xin bạn cho biết bạn nghĩ như thế nào về những ý nghĩ sau và vẽ một vòng tròn quanh chữ "True" nếu bạn thấy ý nghĩ đó gần với ý nghĩ của bạn, và vẽ một vòng tròn quanh chữ "False" nếu bạn thấy không gần với ý nghĩ của bạn một chút nào cả.

14. Những người khác thường thường làm theo tôi.

15. Tôi đánh giá tôi rất kém.

16. Rất nhiều lần tôi muốn bỏ gia đình mà đi.

17. Tôi thường hay bực mình về công việc tôi làm.

18. Tôi không đẹp như nhiều người khác.

20. Ở nhà, gia đình tôi hiểu tôi.

21. Nhiều người được người khác thích hơn tôi.

22. Tôi thường thường cảm thấy như luôn luôn có cha mẹ thúc tôi sau lưng.

23. Tôi thường hay nản lòng khi làm việc gì.

24. Ít khi có gì làm tôi phiền lòng.

25. Tôi không phải là người để cho người khác tin cẩn.

26. Tôi luôn luôn nói sự thật.

27. Tôi thích mọi người tôi quen.

Sau đây là thái độ của 1 số người. Tuy rằng không ai có thể cư xử lần nào cũng như nhau cả, nhưng xin bạn cho biết bạn muốn các giáo sư trong chương trình giáo dục người lớn thường phải cư xử như thế nào trong lớp.

1	2	3	4
Không bao giờ	đôi khi	thường thường	luôn luôn

Bạn có muốn các giáo sư thường hay có những thái độ như:

1. Dè dặt và cẩn thận.
2. Gọn gàng và kỹ lưỡng.
3. Thích tình cảm hơn là các quy luật khoa học.
4. Chịu khó làm việc và thành công khi muốn làm việc gì.
5. Căn thẳng và thiếu bình tĩnh.
6. Hoạt bát và thích làm theo cách riêng của họ.
7. Thấn với người khác và thiếu tự tin.
8. Vui tươi và sống động.
9. Lạc hậu và thực tế.
10. Không ích kỷ và biết nghĩ đến người khác.
11. Đòi hỏi nhiều và nóng tính.

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16p

Sau đây là thái độ của 1 số người. Tuy rằng không ai có thể cư xử lần nào cũng như nhau cả, nhưng xin bạn cho biết bạn muốn các giáo sư trong chương trình giáo dục người lớn thường phải cư xử như thế nào trong lớp.

1	2	3	4
Không bao giờ	đôi khi	thường thường	luôn luôn

Bạn có muốn các giáo sư thường hay có những thái độ như:

12. Kiên nhẫn và dễ tính.
13. Vô tư lự và không dính dáng đến đời sống của người khác.
14. Tự tin và vững vàng.
15. Im lặng và không thích tâm sự về mình nhiều.
16. Bình tĩnh và trầm lặng.
17. Ôn tồn và hòa nhã.
18. Tò mò và thích giải quyết vấn đề.
19. Thong thả và không quá bận rộn.
20. Gan da và liều lĩnh.
21. Để ý đến chi tiết nhỏ nhặt và không biết trù tính, tiên liệu công việc.
22. Sẵn sàng thử thách những ý nghĩ và hành động mới.

1. Làm sao bạn biết về các lớp học cho người lớn?
(Xin bạn vẽ một vòng quanh con số trước câu nào đúng với bạn)

1. Một người bà con cho biết.
2. Một người bạn hay láng giềng
3. Một người làm việc cho chương trình dạy người lớn điện thoại bạn hoặc tới thăm bạn và cho bạn biết.
4. Các người khác như: những người làm công tác xã hội, linh mục, mục sư.
5. Do tôi tìm ra.
6. Do radio
7. Do TV
8. Do đọc nhật báo.
9. Đọc các quảng cáo nhận được qua nhà bưu điện.
10. Các biển ở dọc đường.
11. Cơ quan lo tìm việc của Tiểu bang Michigan.
12. Nha Dịch Vụ Xã Hội.
13. Ở trường học.
14. Do những lý do khác, xin viết vào: ______________________________

2. Nếu bạn không đi học lớp dành cho người lớn, tiền bạn đang lãnh có bị cúp không?
(vòng lại một chỗ mà thôi)

1. Vâng 2. Không

3. Trong quá khứ đã bao giờ bạn tham gia một lớp học cho người lớn và bỏ cuộc?
(vòng lại một chỗ mà thôi)

1. Vâng 2. Không

4. Hiện nay tình trạng công việc của bạn ra sao? (Vòng lại trước câu nào thích hợp với bạn)

   1. Làm việc full-time (35 giờ hay nhiều hơn mỗi tuần)
   2. Làm việc part-time.(35 giờ hay ít hơn mỗi tuần)
   3. Không làm việc để lãnh tiền (vòng lại chỗ nào bạn thấy thích hợp với bạn)

      a. Về hưu
      b. Ở nhà lo việc nội trợ.
      c. Bị sa thải
      d. Bị tàn tật
      e. Thất nghiệp đã lâu rồi
      f. Chưa bao giờ có việc

5. Tài chánh của bạn do đâu mà đến (vòng lại chỗ nào bạn thấy thích hợp với bạn)

   1. Công việc của bạn.
   2. Công việc của chồng (hay vợ)
   3. ADC
   4. Welfare (gồm General Assistance--tiền phụ cấp xã hội tổng quát)
   5. Phụ cấp thất nghiệp
   6. Social Security Administration--tiền hưu của chính phủ.
   7. Bộ cựu quân nhân
   8. Các phụ cấp khác, xin viết vào ____________________

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6. Bạn đã sống trong khu vực bạn đang ở bao lâu rồi?

______ ________năm

7. Bạn theo học chương trình giáo dục người lớn mấy tháng rồi?

______ ________tháng

8. Khi bạn thôi học lúc trước bạn mấy tuổi? __________tuổi

9. Khi đi học trước bạn học đến lớp mấy? Lớp ____________

10. Ở nhà bạn, ngôn ngữ nào thường được dùng nhất?

1. Anh
2. Tây ban nha
3. Ả rập
4. Chaldion
5. Hy lạp
6. Việt Nam
7. Ý
8. Tiếng người da đỏ
9. Trung hoa
10. Đức
11. Ba Lan
12. Tiếng khác, xin viết vào

____

11. Bạn sinh năm nào?

19______ ______

12. Bạn thuộc chũng tộc nào (vòng 1 chỗ thôi)

1. Đen
2. Trắng
3. Người nam mỹ châu
4. Á châu, người các đảo Thái bình dương
5. Người Mỹ da đỏ

13. Bạn thuộc phái nào?

1. Nữ
2. Nam

S-3—ARABIC

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فيما يلي ستجد بعض العبارات التي تدل على أشياء ربما تعرف أو لا تعرف كيف تفعلها. أنظر من فضلك إلى كل عبارة ثم ضع دائرة على الرقم أمام العبارة إلى اليسار الذي يوضح حقيقة مشاعرك نحو كل منها.

أوافق بشدة	أوافق	لا أوافق	لا أوافق بشدة

لدى الرغبة في العمل الجاد لمدة طويلة لكي أتعلم كيف :

٢٠١ - أقرأ بعناية اعلانات الصحف والمجلات حتى أستطيع أن اكتشف مواطن الكذب في هذه الاعلانات ...

٢٠٢ - أملأ بطاقات التصويت ....

٢٠٣ - أقول الاجابة الصحيحة في المقابلات الشخصية في العمل ..

٢٠٤ - أحتفظ بمركزي في المباريات الرياضية (مثل ألعاب القوى وأوراق اللعب).

٢٠٥ - أبتعد عن مشكلات الكحوليات والمخدرات .....

٢٠٦ - أشارك في نظام حكومتنا ....

٢٠٧ - أقرأ الاعلانات الخاصة بمن يطلبون المساعدة ...

٢٠٨ - أكتب خطابا ما إلى صديق ....

٢٠٩ - أقول لعامل التصليح ماذا يفعل (مثل السباك وميكانيكي السيارات).

٢١٠ - أقدر ~~ض~~ضرائب المبيعات ....

٢١١ - أقرر احتياجاتي من التدريب في العمل .....

٢١٢ - اختار السلوك الجنسي الملائم لي .....

فيما يلى ستجد بعض العبارات التى تشير إلى أشياء قد تكون مهماً أو غير مهم أن تتعلمها. أنظر من فضلك إلى كل عبارة ثم ضع دائرة حول الرقم أمام العبارة إلى اليسار الذى يوضح حقيقة شعورك نحو كل منها.

لا أوافق بشدة　لا أوافق　أوافق　أوافق بشدة

إننى أعرف أنه :

١٠١- أعرف محتويات الطعام الذى أتناوله بأن أقرأ ما هو مكتوب على أغلفة الطعام.......

١٠٢- أملأ استمارات المعونات المالية (مثل تعويضات البطالة، ADC) ....

١٠٣- اشرح متطلبات العمل لعامل جديد ..

١٠٤- أعرف كيف أقدر تكاليف هواية أو عطلة ما.

١٠٥- أعاون الأسرة فى أوقات الشدة (مثل الأمراض الخطيرة أو الموت) ....

١٠٦- أتعامل مع أناس يختلفون عنى....

١٠٧- أقرأ الكتب التى تعلم مهارات جديدة فى العمل (مثل الكتب التى تدرس فى فصول التدريب على الأعمال المختلفة)

١٠٨- أضع كل أفكارى فى الكتابة.......

١٠٩- أتحدث إلى أفراد الأسرة بدون جدال..

١١٠- أستخدم المقاييس المترية: مثل المتر واللتر والكيلومتر.

١١١- أحمى نفسى من الغبن (عدم العدالة) فى العمل.

١١٢- أقرر معتقداتى لنفسى (مثل: الأديان والخرافات).

فيما يلي ستجد ٦ مهارات يمكن لك أن تتعلمها في فصول تعليم الكبار. اذكر لنا من فضلك مدى أهمية كل مهارة بالنسبة لك ثم ضع الرقم ١ أمام المهارة التي ترغب أن تتعلمها أولا، والرقم ٢ أمام المهارة التي ترغب ان تتعلمها ثانيا، والرقم ٣ أمام المهارة التي ترغب أن تتعلمها ثالثا، والرقم ٤ أمام المهارة التي ترغب أن تتعلمها رابعاً.

____ الكتابة

____ اتخاذ القرارات

____ التخاطب (التحدث)، الانصات (الاستماع)، والتذكر

____ تكوين القيم، وصياغة الأهداف

____ القراءة

____ الحساب

فيما يلي ستجد ٦ مهارات ربما يستخدمها الكبار في حياتهم اليومية. اذكر لنا من فضلك مدى قيامك فعلا بأداء هذه المهارات بأن تضع الرقم ١ أمام المهارة التي يمكنك أن تؤديها أحسن ما يمكن، والرقم ٢ أمام المهارة التي يمكن أن تؤديها بدرجة ثانية، والرقم ٣ أمام المهارة التي يمكنك أن تؤديها بدرجة ثالثة، والرقم ٤ أمام المهارة التي يمكن أن تؤديها بدرجة رابعة (درجة أقل).

____ الكتابة

____ اتخاذ القرارات

____ التخاطب (التحدث)، الانصات (الاستماع)، والتذكر

____ تكوين القيم، وصياغة الأهداف

____ القراءة

____ الحساب

فيما يلي ستجد بعض الصور التي يمكن استخدامها كملصقات وعلامات في ميتشجان لدعوة الطلاب الجدد لحضور فصول تعليم الكبار . من فضلك أنظر إلى كل صورة جيداً واذكر لنا أفضل صورة من وجهة نظرك

ضع علامة "X" في المربع المقابل للصورة التي تفضلها :

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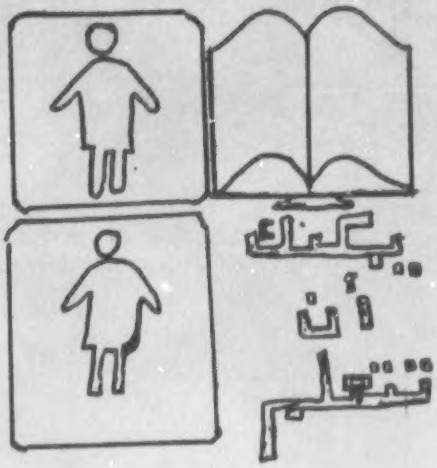
يمكنك
أن
تتعلم

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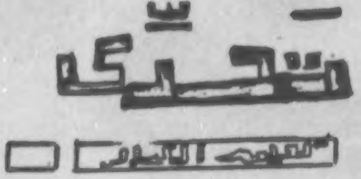
تحرك
لتعليم الكبار

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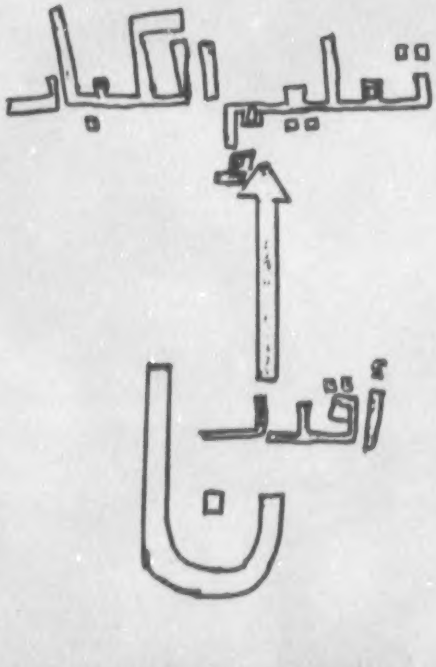
تعليم الكبار
أقدر
ن

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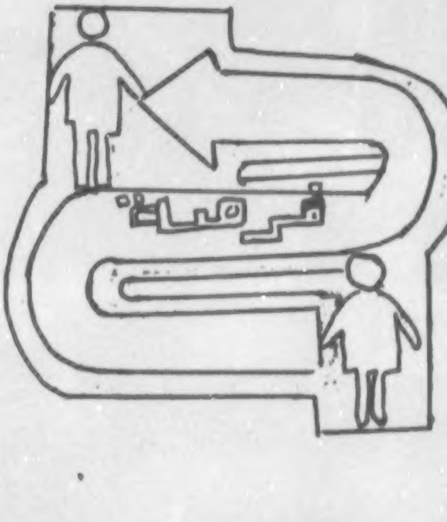

فيما يلى ستجد بعض الصور التى يمكن استخدامها كملصقات ، وعلامات فى ميتشجان لدعوة الطلاب الجدد لحضور فصول تعليم الكبار.

من فضلك أنظر إلى كل صورة جيداً" واذكر لنا أفضل صورة من وجهة نظرك

ضع علامة "X" فى المربع المقابل للصورة التى تفضّلها :

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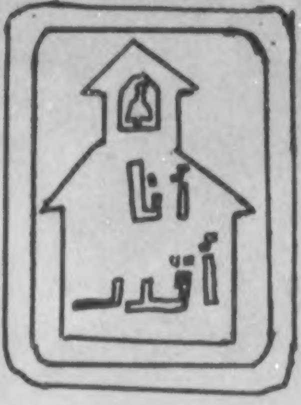

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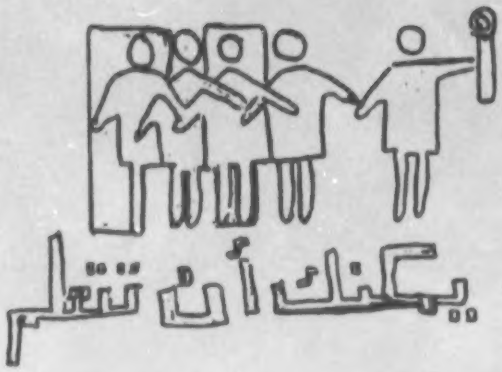
يمكنك أن تتعلم

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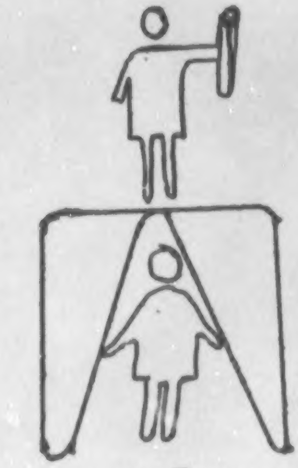

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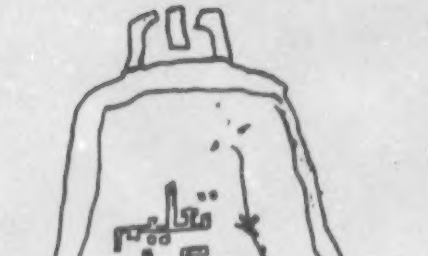
تعليم
الكبار
أنجح

لاتوجد إجابة صحيحة وأخرى خاطئة . أذكر لنا من فضلك شعورك نحو كل فقرة بأن تضع دائرة حول كلمة (صواب) أو كلمة (خطأ) المقابلة لكل عبارة .

١- أتمنى غالبا لو كنت شخصا آخر .... صواب خطأ

٢- أجد صعوبة شديدة فى التحدث أمام مجموعة من الناس ..... صواب خطأ

٣- توجد أشياء كثيرة فى نفسى أتمنى لو أستطيع تغييرها ...... صواب خطأ

٤- أستطيع أن أُخلى عقلى (أفكر) بدون أى اجهاد .... صواب خطأ

٥- أرتاح كثيرا إلى نفسى .... صواب خطأ

٦- أشعر بالضيق بسهولة فى المنزل .... صواب خطأ

٧- أستغرق وقتا طويلا كى أعتاد على أى شئ جديد .... صواب خطأ

٨- أتمتع بشعبية مع من هم فى مثل سنى .... صواب خطأ

٩- يتوقع منى المعيشين معى فى المنزل منى أشياء كثيرة .... صواب خطأ

١٠- عادة يحترم والدى مشاعرى .... صواب خطأ

١١- أُحنق بسهولة .... صواب خطأ

١٢- لا أرتاح بسهولة إلى نفسى .... صواب خطأ

١٣- حياتى تعتبر مجموعة من المشاكل المتشابكة ...... صواب خطأ

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لا توجد إجابة صحيحة وأخرى خاطئة . اذكر لنا من فضلك شعورك نحو كل فكرة بأن تضع دائرة حول كلمة (صواب) أو كلمة (خطأ) المقابلة لكل عبارة .

١٤- عادة يتبع الناس الآخرين أفكاري . . . . صواب خطأ

١٥- لدي فكرة بسيطة عن نفسي . . . . صواب خطأ
(مشوشة)

١٦- توجد أوقات كثيرة أتمنى فيها أن أترك المنزل . . . . صواب خطأ

١٧- غالبا أشعر بضيق من عملي الذي أؤديه . . . . صواب خطأ

١٨- لست وسيما كمعظم الناس . . . . صواب خطأ

١٩- عادة أقول ما أود أن أقوله . . . . صواب خطأ

٢٠- يفهمني أفراد أسرتي في المنزل . . . . صواب خطأ

٢١- معظم الناس محبوبون أكثر مني . . . . صواب خطأ

٢٢- أشعر أحيانا كما لو أن والدي يضغطون علي - - - - - - - صواب خطأ

٢٣- أشعر غالبا بأنني غير مشجع لما أفعله - - - - - - - صواب خطأ

٢٤- عادة لا يضايقني شئ . . . . صواب خطأ

٢٥- لا أستطيع أن أكون معتمداً على غيري . . . . صواب خطأ

٢٦- دائماً أقول الصدق . . . . صواب خطأ

٢٧- أحب كل من أعرفه . . . . - - - - - - صواب خطأ

فيما يلي سنكتب بعض العبارات التي تبين الطرق التي يسلك بها بعض الناس. تذكر أنه لا يوجد شخص يمكن أن يسلك نفس السلوك في جميع الأوقات، اذكر لنا من فضلك كم تود أن يسلك المعلمون في فصول تعليم الكبار السلوك المبين فيما يلي:

كم تود أن يسلك المعلمون في فصول تعليم الكبار بأن يكونوا:

	نادراً	أحياناً	غالباً	دائماً
١- حذرين وحريصين	1	2	3	4
٢- منسقين ولطفاء	1	2	3	4
٣- مهتمين بالمشاعر أكثر من اهتمامهم بالقواعد العلمية	1	2	3	4
٤- عاملين بجد وناجحين في أداء واجباتهم	1	2	3	4
٥- متوترين وغير مستقرين	1	2	3	4
٦- صريحين ولا يتدخلون في أعمال الغير	1	2	3	4
٧- مقربين إلى أناس آخرين وغير واثقين في أنفسهم.	1	2	3	4
٨- مرحين ومتعاطفين	1	2	3	4
٩- طراز قديم (دقة قديمة) وعمليين	1	2	3	4
١٠- غير أنانيين ويفكرون في الآخرين	1	2	3	4
١١- ذوي طباع حادة ويطلبون الكثير	1	2	3	4

فيما يلي ستجد بعض العبارات التي تبين الطرق التي يسلك بها بعض الناس. تذكر أنه لا يوجد شخص يمكنه أن يسلك نفس السلوك في جميع الأوقات، اذكر لنا من فضلك كم تود أن يسلك المعلمون في فصول تعليم الكبار السلوك المبين فيما يلي

كم تود أن يسلك المعلمون فى فصول تعليم الكبار بأن يكونوا :-

	أبداً	أحياناً	غالباً	دائماً
١٢- صبورين وسريعي الموافقة ----	1	2	.3	4
١٣- حريصين ولا يتدخلون في شئون الآخرين --	1	2	3	4
١٤- واثقين من أنفسهم وثابتين ---	1	2	3	4
١٥- هادئين ولا يتحدثون عن مشاعرهم الشخصية ---	1	2	3	4
١٦- متأنين وهادئين ------	1	2	3	4
١٧- ذوي طباع هادئة وطيبون -----	1	2	3	4
١٨- مشغوفين ويهتمون بحل المشاكل ----	1	2	3	4
١٩- من السهل التعامل معهم وغير منشغلين ---	1	2	3	4
٢٠- جسورين وشجعان ------	1	2	3	4
٢١- يهتمون بالتفاصيل الدقيقة ولا يخططون تخطيطا دقيقا للمستقبل ---	1	2	3	4
٢٢- مجددين ويحاولون الأفكار الجديدة ...	1	2	3	4

① كيف حصلت على معلومات عن فصول تعليم الكبار.
(ضع دائرة حول ما ينطبق عليك)

١- أحد الأقارب.
٢- أحد الأصدقاء أو أحد الجيران.
٣- واحداً ممن يحضرون فصول تعليم الكبار اتصل بك تليفونيا أو حضر إليك.
٤- واحداً ممن يعاونون الناس (مثل الاخصائيين الاجتماعيين، قسيس ...).
٥- مفكرتي الشخصية.
٦- الراديو.
٧- التليفزيون
٨- الصحف.
٩- الاعلانات التي ترسل بالبريد.
١٠- اعلانات الحائط.
١١- لجنة أمن العمل بميتشجان (MESC)
١٢- إدارة الخدمات الاجتماعية (DSS)
١٣- المدارس النظامية.
١٤- وسائل أخرى (إذا وجدت): ______________________

② هل يتوقف عليك وسائل الحصول على المال إذا ما انقطعت عن الحضور إلى فصول تعليم الكبار (ضع دائرة حول واحدة فقط)

١. نعم　　　٢. لا

③ هل سبق لك الحضور إلى فصول تعليم الكبار ثم فُصِلْتَ (ضع دائرة حول واحدة فقط)

١. نعم　　　٢. لا

④ ما هو موقفك في العمل الآن ؟ (ضع دائرة حول كل ما ينطبق عليك)

١. أعمل بأجر كامل (٣٥ ساعة أو أكثر في الأسبوع)

٢. أعمل بأجر جزء من الوقت (٣٥ ساعة أو أقل كل أسبوع)

٣. لا أعمل بأجر (ضع دائرة حول ما ينطبق عليك)

أ- محال إلى المعاش .

ب- ربة أسرة أو مشرف على المنزل

ج- غير ثابت على عمل واحد

د- غير قادر (عاجز)

هـ- لم أحصل على عمل منذ مدة طويلة

و- لم أحصل على عمل مطلقا

⑤ ما هو مصدر دخلك (ضع دائرة حول كل ما ينطبق عليك)

١. عملك

٢. عمل زوجتك/ زوجك

٣. معونات الأطفال (ADC)

٤. المعونات الحكومية (بما فيها المساعدات العامة)

٥. تعويضات البطالة .

٦. ادارة الأمن الاجتماعي .

٧. ادارة الجيش

٨. مصادر أخرى (إذا وجدت) ______________

(٦) منذكم عاما تسكن فى هذا الحى ؟

________ عام

(٧) منذكم شهراً سجلت اسمك فى برنامج تعليم الكبار ؟

شهراً

(٨) كم كان عمرك عندما انقطعت عن المدرسة النظامية ؟

عاماً

(٩) ما هو أعلى فصل دراسى انتهيت منه فى المدرسة النظامية ؟

(١٠) ما هى اللغة التى تتحدث بها (غالبا) أسرتك فى المنزل ؟

(ضع دائرة حول واحدة فقط)

١. الانجليزية
٢. الأسبانية
٣. العربية
٤. الكلدانية
٥. اليونانية
٦. الفيتنامية
٧. الإيطالية
٨. أمريكي هندى (أمريكي أصلي)
٩. الصينية
١٠. الألمانية
١١. البولندية
١٢. لغات أخرى (إذا وجدت) :

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(١١) ماهى سنة ميلادك

١٩..................

(١٢) ماهو جنسك (ضع دائرة حول واحدة فقط)

١- أسود
٢- أبيض
٣- رومانى، أسبانى
٤- أسيوى - من جذر الباسيفيكى
٥- أمريكى هندى

(١٣) ماهو نوعك (ضع دائرة حول واحدة فقط)

١- أنثى ٢- ذكر

S-3 — ITALIAN

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Qui sotto sono elencate alcune cose che potreste o non potreste sapere già come fare. Dopo averle esaminate una per una, mettete un cerchio sul numero che meglio riflette il vostro parere.

Sono disposto a lavorare sodo e molto tempo per imparare a:

		NO, AFFATTO	NO	SI	SI, CERTO
201.	Leggere la pubblicità sui giornali e sulle riviste con attenzione sufficiente per scoprire le bugie	1	2	3	4
202.	Riempire i moduli di iscrizione nelle liste elettorali	1	2	3	4
203.	Parlare a proposito in un colloquio con il datore di lavoro	1	2	3	4
204.	Segnare i punti durante le partite (esempi: bowling, carte)	1	2	3	4
205.	Evitare problemi connessi con l'uso di bevande alcoliche o droghe	1	2	3	4
206.	Partecipare nel nostro sistema di governo	1	2	3	4
207.	Leggere le offerte d'impiego	1	2	3	4
208.	Scrivere una lettera a un amico	1	2	3	4
209.	Dire agli aggiustatori cosa fare (esempi: idraulici, meccanici)	1	2	3	4
210.	Calcolare le imposte sull'entrata	1	2	3	4
211.	Decidere quale corso di perfezionamento mi occorre	1	2	3	4
212.	Scegliere quale comportamento sessuale e piu adatto per me	1	2	3	4

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7c

Qui sotto sono elencate alcune cose di cui potreste o non potreste interessarvi di imparare. Dopo averle esaminate una per una, mettete un cerchio sul numero che meglio riflette il vostro parere.

So gia come:

	MAI	TAVOLTA	SPESSO	SEMPRE
101. Calcolare cosa c'è nei cibi in scatola leggendo le confezioni	1	2	3	4
102. Riempire i moduli per l'assistenza finanziaria (esempi: sussidi di disoccupazione, ADC)	1	2	3	4
103. Spiegare un lavoro a un nuovo operaio, quando è assunto	1	2	3	4
104. Calcolare il costo di un hobby o di una vacanza	1	2	3	4
105. Aiutare la famiglia in tempi difficili (esempi: malattia grave, morte di una persona amata)	1	2	3	4
106. Andare d'accordo con persone differenti da me	1	2	3	4
107. Leggere libri che insegnino come specializzarsi in un nuovo lavoro (esempio: libri usati in un corso di perfezionamento)	1	2	3	4
108. Mettere per iscritto i miei pensieri	1	2	3	4
109. Parlare coi membri della famiglia senza litigare	1	2	3	4
110. Usare il sistema metrico decimale: metri, litri e kilometri	1	2	3	4
111. Proteggermi contro l'ingiustizia al posto di lavoro	1	2	3	4
112. Decidere cosa credere (esempi: religioni, superstizioni)	1	2	3	4

Sono elencate qui sotto sei skills (=abilità o qualifiche professionali) che potresti imparare nei corsi per adulti. Vuoi dirci, per piacere, quanto importante ciascuna skill è per te mettendo 1 davanti alla skill che desideri imparare per prime, 2 davanti alla skill che desideri imparare per seconde, 3 davanti alla skill che desideri imparare per terze, 4 davanti alla skill che desideri imparare per quarte.

_______Scrivere

_______Fare Decisioni

_______Parlare
Ascoltare
Ricordare

_______Formare
Valori e
stabilire Obiettivi

_______Leggere

_______Aritmetica

Sono elencate qui sotto sei skills che gli adulti potrebbero usare nella loro vita quotidiana. Vuoi dirci con quanta facilità puoi già eseguire ciascuna skill scrivendo 1 davanti alla skill che sai fare meglio, 2 davanti alla skill che sai fare per secondo, 3 davanti alla skill che sai fare per terzo, e 4 davanti alla skill che sai fare per quarto.

_______Scrivere

_______Fare Decisioni

_______Parlare
Ascoltare
Ricordare

_______Formare
Valori e
Stabilire Obiettivi

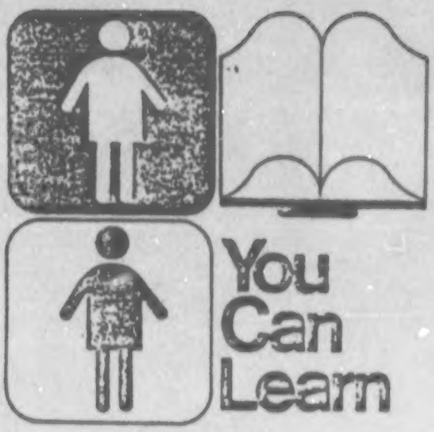
_______Leggere

_______Aritmetica

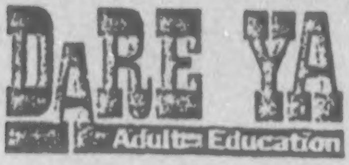
Ecco alcuni disegni che potrebbero essere usati sulle etichette incollate sui paraurti delle macchine o sui cartelli per le affissioni nello stato di Michigan per invitare i nuovi studenti a frequentare i corsi per adulti. Osservate con attenzione ciascun disegno e diteci quale vi piace di più.

Mettere una "X" nel quadretto accanto al disegno che vi piace di più:

☐


You
Can
Learn

☐


DaRE YA
Adult Education

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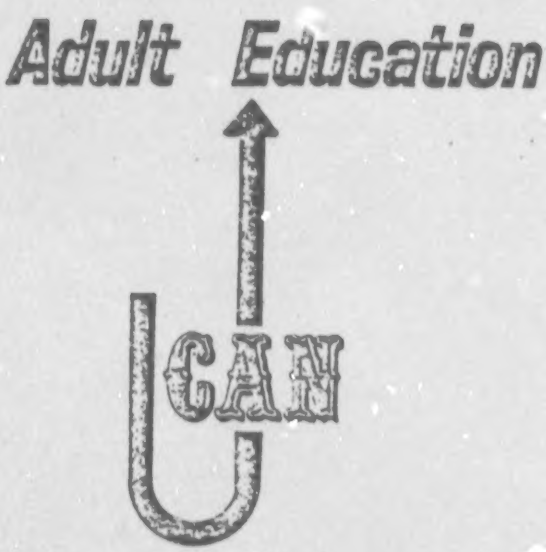
Adult Education
CAN

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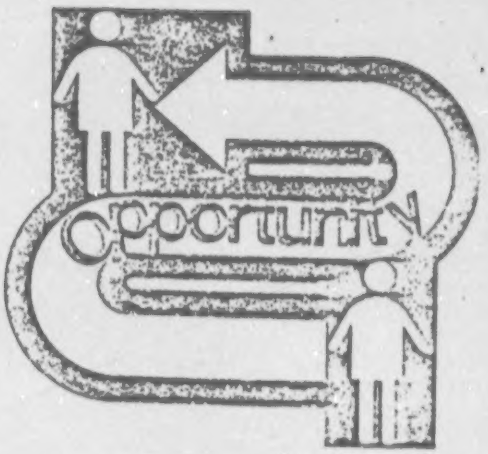
opportunity

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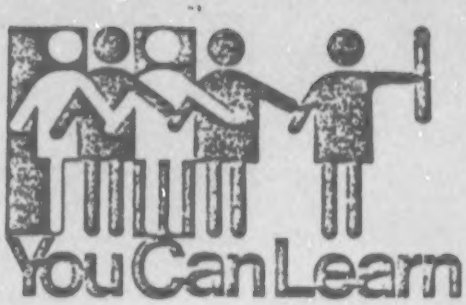
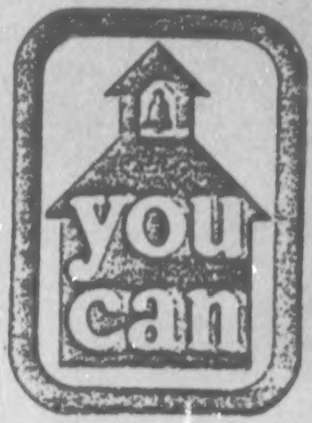
Ecco Alcuni disegni che potrebbero essere usati sulle etichette incollate sui paraurti delle macchine o sui cartelli per le affissioni nello stato di Michigan per invitare i nuovi studenti a frequentare i corsi per adulti. Osservate con attenzione ciascun disegno e diteci quale vi piace di più.

Mettete una "X" nel quadretto accanto al disegno che vi piace di più:

☐


You Can Learn

☐



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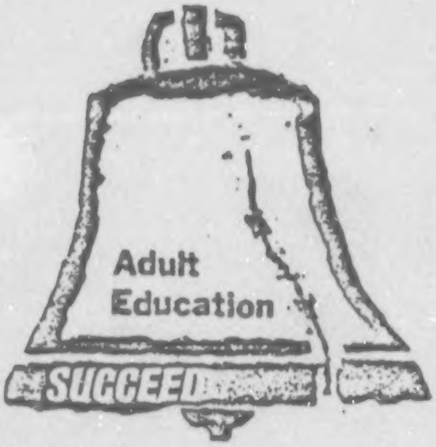
Adult
Education
SUCCEED

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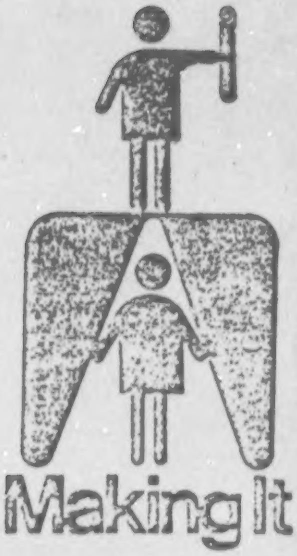

Non ci sono né risposte giuste né sbagliate. Dite che cosa voi pensate di ciascuna idea mettendo un cerchio su Vero o Falso accanto a ciascuna frase.

1. Vorrei spesso essere qualcun altro Vero Falso
2. Mi viene difficile parlare davanti a un gruppo Vero Falso
3. Ci sono molte cose di me che vorrei cambiare se potessi Vero Falso
4. Non posso decidermi senza troppa difficoltà Vero Falso
5. Sono un tipo molto divertente Vero Falso
6. In casa, mi arrabio facilmente Vero Falso
7. Ci vuole molto tempo per abituarmi a qualcosa di nuovo Vero Falso
8. Sono ben voluto dalla gente della mia età Vero Falso
9. In casa, pretendono molto da me Vero Falso
10. Di solito, i miei genitori hanno rispetto per i miei sentimenti Vero Falso
11. Mi arrendo molto facilmente Vero Falso
12. E' molto duro essere me stesso Vero Falso
13. Le cose sono confuse nella mia vita Vero Falso

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Non ci sono né risposte giuste né sbagliate. Dite che cosa voi pensate di ciascuna idea mettendo un cerchio su Vero o Falso accanto a ciascuna frase.

14. Di solito, gli altri seguono le mie idee Vero Falso

15. Ho un cattivo concetto di me stesso Vero Falso

16. Ci sono molti momenti in cui vorrei scappare di casa Vero Falso

17. Il lavoro che faccio mi da spesso ai nervi Vero Falso

18. Non ho la bella presenza che trovo negli altri Vero Falso

19. Se ho qualcosa da dire, abitualmente la dico Vero Falso

20. In casa, la mia famiglia mi capisce Vero Falso

21. La maggior parte della gente è più simpatica di me Vero Falso

22. Di solito, ho avuto l'impressione che i miei genitori facevano pressioni su di me Vero Falso

23. Spesso mi scoraggio a quello che faccio Vero Falso

24. Di solito, le cose non mi danno fastidio Vero Falso

25. Non sono un tipo su cui si può contare Vero Falso

26. Dico sempre la verità Vero Falso

27. Mi piacciono tutti quelli che conosco Vero Falso

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Sono elencate qui sotto diversi modi in cui la gente può comportarsi. Tenendo presente che nessuno puo agire sempre allo stesso modo, dite quante volte desiderate che gli insegnanti della scuola per adulti usano ciascun comportamento in classe.

Quante volte vuoi che gli insegnanti della scuola per adulti siano:	MAI	TAVOLTA	SPESSO	SEMPRE
1. Prudenti e attenti	1	2	3	4
2. Ordinati e precisi	1	2	3	4
3. Più interessati ai sentimenti che alle regole scietifiche	1	2	3	4
4. Buoni lavoratori che riescono a portare a termine molti progetti	1	2	3	4
5. Ipersensibili e instancabili	1	2	3	4
6. Franchi e interessati a farsi i fatti propri	1	2	3	4
7. Riservati con gli altri e insicuri di se stessi	1	2	3	4
8. Divertenti e entusiasti	1	2	3	4
9. Di vecchio stampo e pratici	1	2	3	4
10. Altruisti e riguardosi per gli altri	1	2	3	4
11. Rigorosi e irascibili	1	2	3	4

Sono elencati qui sotto diversi modi in cui la gente puo comportarsi. Tenendo presente che nessuno puo agire sempre allo stesso modo, diteci quante volte desiderate che gli insegnanti della scuola per adulti usano ciascun comportamento in classe.

Quante volte vuoi che gli insegnanti della scuola per adulti siano:	MAI	TAVOLTA	SPESSO	SEMPRE
12. Pazienti e ben disposti	1	2	3	4
13. Liberi da preoccupazioni e non coinvolti nella vita degli altri	1	2	3	4
14. Confidenti e stabili	1	2	3	4
15. Calmi e riservati delle loro cose personali	1	2	3	4
16. Rilassati e calmi	1	2	3	4
17. Affabili e gentili	1	2	3	4
18. Curiosi e interessati a risolvere problemi	1	2	3	4
19. Facilone e non molto occupati	1	2	3	4
20. Audaci e coraggiosi	1	2	3	4
21. Preoccupati dei particolari e non preparano tutto in anticipo	1	2	3	4
22. Disposti a provare nuove idee e differenti modi di fare le cose	1	2	3	4

1. Come hai saputo dei corsi per adulti?
(Metti un cerchio sul numero che corrisponde al tuo caso)

1. Un parente
2. Un amico o vicino di casa.
3. Qualcuno della scuola per adulti che ha telefonato o è venuto a visitarmi
4. Le persone che aiutano (esempi: assistenti sociali, prete/pastore)
5. Una mia idea
6. Radio
7. La TV (tivvù)
8. Giornali
9. Notificazioni per posta
10. Cartelli e tabelloni
11. Commissione di Controllo sul Collocamento in Michigan (MESC)
12. Dipartimento di Servizi Sociali (DSS)
13. Scuola regolare, di giorno
14. Altro, scrivere: ____________________

2. E' vero che non riceverai più denaro se non frequenterai più i corsi per adulti?
(Segnare con un cerchio soltanto un numero)

1. Sì 2. No

3. In passato, hai mai iniziato un corso per adulti e poi hai lasciato?
(Segnare con un cerchio soltanto un numero)

1. Sì 2. No

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4. Al presente, qual'è la tua situazione di lavoro?
(Segnare con un cerchio il numero che corrisponde al tuo caso)

1. Lavoro a pieno impiego (35 ore o più per settimana)

2. Lavoro a mezzo impiego (35 ore o meno per settimana)

3. Non lavoro per essere pagato
(Mettere un cerchio sulla lettera che corrisponde al tuo caso)

a. Pensionato

b. Casalingo

c. Licenziato

d. Invalido

e. È da molto tempo che non ho un lavoro

f. Non ho mai ottenuto un impiego

5. Da dove proviene il tuo reddito?
(Metti un cerchio sul numero che corrisponde al tuo caso)

1. Il mio impiego

2. Il lavoro del marito o della moglie

3. ADC (Assistenza per i figli a carico)

4. Assistenza Sociale (inclusa l'Assistenza Generale)

5. Sussidi di disoccupazione

6. Programma di Providenza Sociale

7. Associazione ex combattenti

8. Altro, scrivere: ______________________________

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6. Da quanti anni abiti in questo quartiere?

______ _______ Anni

7. Da quanti mesi ti sei iscritto alla scuola per adulti?

______ _______ Mesi

8. A che età ti sei ritirato dalla scuola regolare?

______ _______ Età

9. Qual è l'anno di corso che hai completato alla scuola regolare?

______ _______ Classe

10. In casa, qual'è la lingua che la tua famiglia parla più spesso? (Mettere un cerchio sul numero che corrisponde al tuo caso)

1. Inglese
2. Spagnolo
3. Arabo
4. Caldeo
5. Greco
6. Vietnamese
7. Italiano
8. Indiano Americano Indigeno
9. Cinese
10. Tedesco
11. Polacco
12. Altre, scrivere: ____________
____

803 1526

11. In quale anno sei nato?

19___ ___

12. Qual è la tua razza?
(Metti un cerchio sul numero che corrisponde al tuo caso)

1. Negra

2. Bianca

3. Latina, Spagnola

4. Asiatica, Isole del Pacifico

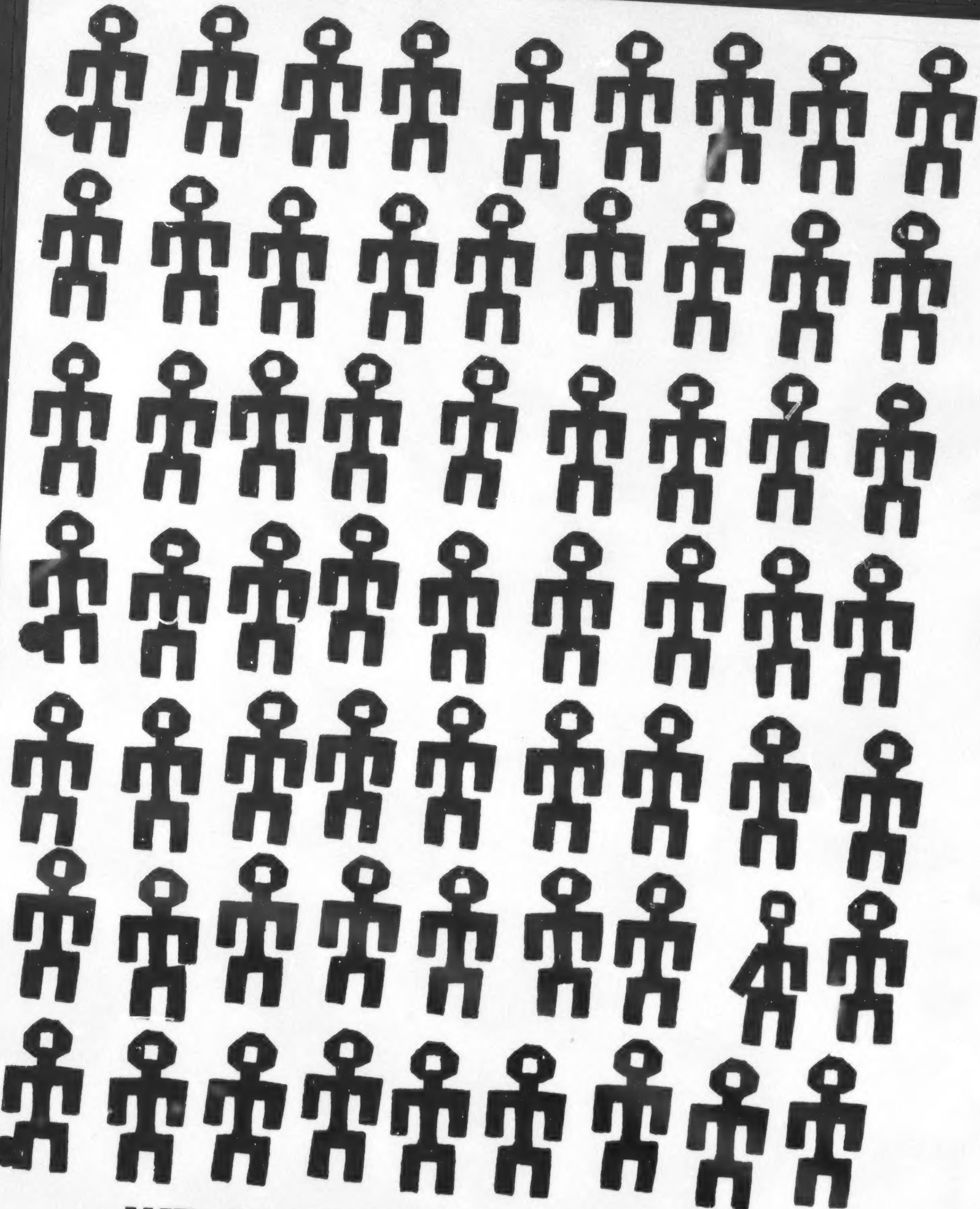
5. Indiana Americana

13. Qual'è il tuo sesso?
(Metti un cerchio su un numero soltanto)

1. Femminile 2. Maschile

6

804
1527



WE CARE WHAT YOU THINK

896 1529

S-4—Translated Versions

DEAR ABE TEACHER:

WE NEED YOUR HELP IN GATHERING ACCURATE INFORMATION ABOUT THE WANTS AND NEEDS OF ADULT LEARNERS. WE HOPE YOU WILL BE WILLING TO READ THIS ENTIRE SURVEY OUT LOUD IN ENGLISH TO THE CLASS. PLEASE ADMINISTER THE SURVEY USING THE FOLLOWING STANDARDIZED DIRECTIONS.

1. Plan about one hour for the survey.
2. Don't start until the class is really settled in.
3. Close the door and put up a "Do Not Disturb" sign.
4. Separate adult learners as much as possible.
5. Help adult learners relax by assuring them that this survey is not a test and that you will be reading it out loud as they go through it.
6. If you are surveying ESL adult learners, refer to the translated version for occasional help with Spanish, Vietnamese, Arabic or Italian.
7. Minimize the disturbance of late coming adult learners by letting them miss the previous part and starting where the class is.
8. Have the students begin the survey together and stay together, line by line. Make it clear when you change pages.
9. Remind the adult learners that we really want to know their own individual opinions; not what they think others want to hear. In Part One, for instance, they may or may not be willing to work very hard and long to learn certain tasks.
10. Encourage adult learners to answer every question according to the directions on that particular page. Repeat instructions, lead-in sentences and response numbers often. Emphasize underlined words.
11. Circulate around the classroom to check that everyone is doing alright, especially when the response pattern changes.
12. Keep the oral reading pace steady by discouraging long questions and peer discussions.
13. Encourage adult learners to complete the demographic questions at the end of the survey. This information is critical in identifying significant findings among or between groups.
14. Have adult learners seal completed surveys, using seals provided.
15. Collect surveys and return to your ABE administrator.

THANK YOU FOR HELPING WITH, AND PARTICIPATING IN, A STUDY IMPORTANT TO ALL OF US WHO WANT TO SERVE AN EDUCATIONAL BENEFIT TO THE PUBLIC.

S-4 — SPANISH

Developed by

MACOMB INTERMEDIATE SCHOOL DISTRICT
Ronald I. Pollack, Ph.D., Director
Edward S. Balian, Project Specialist
Margaret L. Dickinson, Project Specialist

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position or policy of the U.S. Office of Education or the Michigan Department of Education.

801531

A CONTINUACION LE PRESENTAMOS UN LISTADO DE COSAS QUE USTED PUEDE O NO ESTAR INTERESADO EN APRENDER. POR FAVOR LEA CADA RENGLON Y MARQUE CON UN CIRCULO EL NUMERO QUE MEJOR INDIQUE COMO USTED SE SIENTE.

YO ESTOY DISPUESTO A DEDICAR TIEMPO Y ESFUERZO PARA APRENDER COMO:

401. LEER AVISOS DE PERIODICOS Y REVISTAS CON SUFICIENTE CUIDADO COMO PARA DARME CUENTA DE ENGAÑOS 1 2 3 4

402. LLENAR FORMULARIOS DE REGISTRO PARA VOTAR .....

403. DECIR LAS COSAS QUE DEBO EN UNA ENTREVISTA DE TRABAJO ....

404. LLEVAR REGISTRO DE LA PUNTUACION EN JUEGOS (EJEMPLO: BOWLING, CARTAS) ....

405. EVITAR PROBLEMAS DE LICOR Y DROGAS ....

406. PARTICIPAR EN NUESTRO SISTEMA DE GOBIERNO .....

407. LEER UNA CARTA A UN AMIGO ....

408. ESCRIBIR UNA CARTA A UN AMIGO ....

409. DECIR LO QUE ESTA DAÑADO (EJEMPLO: PLOMERO, MECANICO DE CARROS) ....

410. SABER SACAR LOS IMPUESTOS DE VENTA ....

411. DECIDIR QUE CLASE DE ENTRENAMIENTO PARA EL TRABAJO ESTOY NECESITANDO ....

412. ESCOGER QUE COMPORTAMIENTO SEXUAL ES CORRECTO PARA MI ....

A CONTINUACION LE PRESENTAMOS UN LISTADO DE COSAS QUE USTED PUEDE O NO ESTAR INTERESADO EN APRENDER. POR FAVOR LEA CADA RENGLON Y MARQUE CON UN CIRCULO EL NUMERO QUE MEJOR INDIQUE COMO USTED SE SIENTE CON RESPECTO A CADA RENGLON.

YO SE COMO:

301. USAR UNA MAQUINA O TARJETA DE VOTACION 1 2 3 4

302, HACER EL PAPELEO DE UN TRABAJO (EJEMPLO: SOLICITUDES DE VENTA, ORDENES DE TRABAJO ..

303 HABLAR ACERCA DE SENTIMIENTOS E IDEAS A AMIGOS ....

304. UTILIZAR EL DINERO PROPIAMENTE SACANDO EL PRESUPUESTO DE LA FAMILIA ....

305. DEFENDER MIS DERECHOS LEGALES EN CASO DE SER ARRESTADO O DEMANDADO ....

306. COOPERAR CON OTROS PARA TENER EXITO EN EL TRABAJO ....

307. LEER LIBROS POR DIVERSION ....

308. LLENAR FORMULARIOS EN UNA CLINICA PARA LA SALUD O EN LA OFICINA DEL DOCTOR..........

309. DAR DIRECCIONES A ALGUIEN UTILIZANDO NORTE, SUR, ESTE, OESTE ....

310. UTILIZAR ERRAMIENTAS DE MEDICION EN EL TRABAJO, CUANDO SE ES EMPLEADO...............

311. DECIDIR COMO UTILIZAR EL TIEMPO LIBRE DE MANERA INTELIGENTE ....

312. DECIDIR COMO ME SIENTO ACERCA DEL CONTROL DE LA NATALIDAD ....

810 1533

9d

A CONTINUACION LE PRESENTAMOS SEIS DESTREZAS QUE USTED PUEDE APRENDER EN CLASES DE EDUCACION PARA ADULTOS. POR FAVOR INDIQUENOS QUE TAN IMPORTANTE ES CADA DESTREZA PARA USTED COLOCANDO UN 1 AL LADO DE LA DESTREZA QUE USTED DESEA APRENDER PRIMERO, UN 2 AL LADO DE LA DESTREZA QUE USTED DESEA APRENDER EN SEGUNDO LUGAR, UN 3 AL LADO DE LA DESTREZA QUE USTED DESEA APRENDER EN TERCER LUGAR Y 4 AL LADO DE LA DESTREZA QUE USTED QUIERE APRENDER EN CUARTO LUGAR.

________ESCRIBIR

________TOMAR DECISIONES

______HABLAR, ESCUCHAR, RECORDAR

________FORMACION DE VALORES Y FIJACION DE OBJETIVOS

________LEER

_____ARITMETICA

A CONTINUACION LE PRESENTAMOS SEIS DESTREZAS QUE LOS ADULTOS DEBEN USAR COTIDIANAMENTE. POR FAVOR INDIQUENOS QUE TAN BIEN PUEDE HACER CADA UNA DE ELLAS COLOCANDO UN 1 AL LADO DE LA DESTREZA QUE USTED SABE HACER MEJOR, UN 2 AL LADO DE LA QUE USTED SABE EN SEGUNDO LUGAR, UN 3 AL LADO DE LA QUE USTED SABE EN TERCER LUGAR Y 4 AL LADO DE LA QUE USTED SABE EN CUARTO LUGAR.

________ESCRIBIR

________TOMAR DECISIONES

____HABLAR, ESCUCHAR, RECORDAR

________FORMACION DE VALORES Y FIJACION DE OBJETIVOS

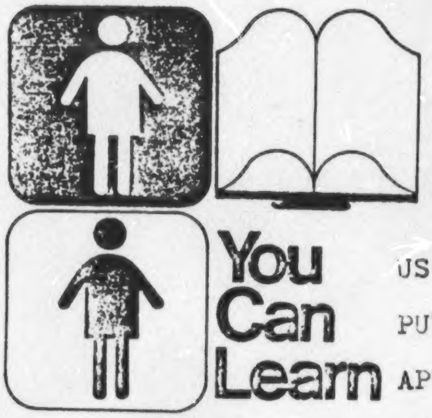
______LEER

____ARITMETICA

LE PRESENTAMOS ALGUNOS DIBUJOS QUE PUEDEN SER UTILIZADOS COMO CALCOMANIAS PARA INVITAR A NUEVOS ESTUDIANTES A LAS CLASES DE EDUCACION PARA ADULTOS. POR FAVOR OBSERVE LOS DIBUJOS CUIDADOSAMENTE Y DIGANOS CUAL DE ELLOS LE GUSTA MAS.

COLOQUE UNA "X" EN EL CUADRO QUE CORRESPONDE AL DIBUJO QUE MAS LE GUSTA:

☐


You
Can
Learn

USTED
PUEDE
APRENDER

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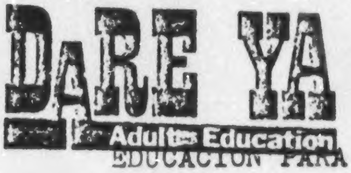
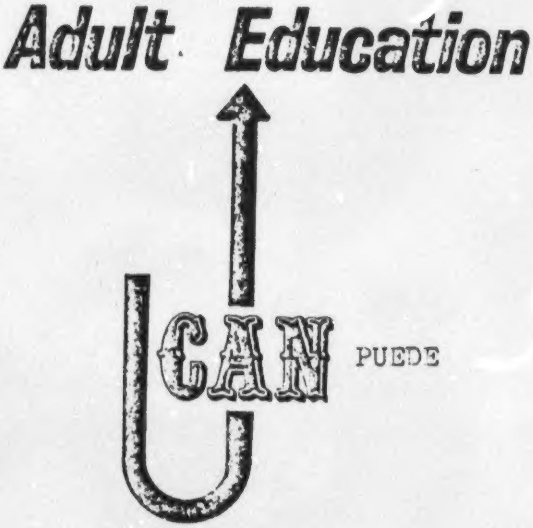
DECIDASE


DaRE YA
Adult Education

EDUCACION PARA ADULTOS

☐

EDUCACION PARA ADULTOS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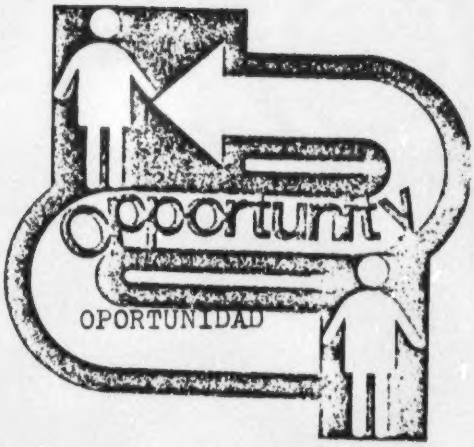

opportunity

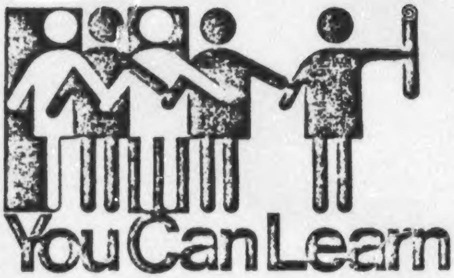
OPORTUNIDAD

812 1535

LE PRESENTAMOS ALGUNOS DIBUJOS QUE PUEDEN SER UTILIZADOS COMO CALCOMANIAS PARA INVITAR A NUEVOS ESTUDIANTES A LAS CLASES DE EDUCACION PARA ADULTOS. POR FAVOR OBSERVE LOS DIBUJOS CUIDADOSAMENTE Y DIGANOS CUAL DE ELLOS LE GUSTA MAS.

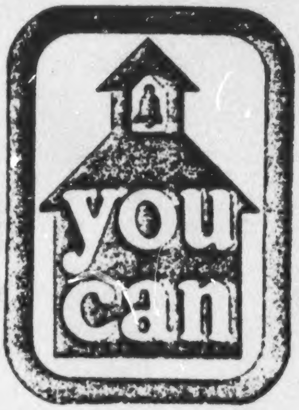
COLOQUE UNA "X" EN EL CUADRO QUE CORRESPONDE AL DIBUJO QUE MAS LE GUSTA:

☐


You Can Learn

usted puede aprender

☐



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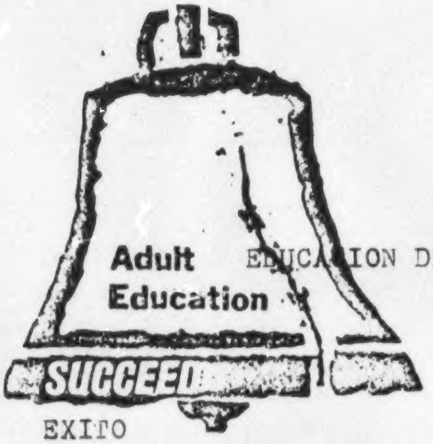
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Education
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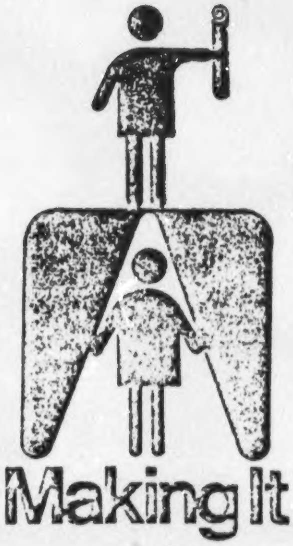
EDUCACION DE ADULTOS

EXITO

☐



HACIENDOLO

A CONTINUACION LE PRESENTAMOS ALGUNAS RAZONES QUE PREVIENE A LA GENTE DE TOMAR CLASES DE EDUCACION PARA EDULTOS. POR FAVOR PIENSE EN ALGUNA GENTE QUE USTED PUEDA CONOCER QUE NECESITA MAS EDUCACION Y DIGANOS PORQUE ELLOS NO VIENEN A CLASES.
(COLOQUE UN CIRCULO SOLAMENTE EN LOS ASPECTOS QUE CORRESPONDAN A GENTE QUE USTED CONOCE)

GENTE QUE YO CONOZCO NO ASISTE A CLASES DE EDUCACION PARA ADULTOS PORQUE ELLOS:

1. NO ESTAN ENTERADOS DE LAS CLASES DE EDUCACION PARA ADULTOS.

2. ESTAN TEMEROSOS DE QUE NO PUEDAN HACER LOS TRABAJOS QUE LES ASIGNEN EN LAS CLASES.

3. CREEN QUE NO LES VA A AYUDAR EN NADA.

4. NO LES GUSTA EL LUGAR DONDE SON DADAS LAS CLASES.

5. NO LES GUSTA LA HORA EN QUE LAS CLASES SON DADAS.

6. NO TIENEN DINERO PARA PAGAR EL COSTO DE : (EJEMPLOS: LIBROS, TRAMSPORTE).

7. NO TIENEN TIEMPO

8. NO PUEDEN OBTENER UNA NINERA.

9. TIENEN MIEDO DE NUEVAS EXPERIENCIAS.

10. NO SALEN MUCHO A LA CALLE PORQUE TIENEN MALA SALUD.

11. NO LES GUSTA LA ESCUELA.

12. NO VIVEN EN UN LUGAR SUFICIENTE TIEMPO.

13. TIENEN MIEDO DE SER ROBADOS O MALTRATADOS.

14. TIENEN VERGUENZA DE ADMITIR QUE NO PUEDEN LEER O ESCRIBIR.

15. OTRO, ESCRIBA EN ESTE ESPACIO ________________________

____

814 1537

14x

A CONTINUACION LE PRESENTAMOS ALGUNAS RAZONES POR LAS CUALES LOS ADULTOS EMPIEZAN A VENIR A LAS CLASES DE EDUCACION PARA ADULTOS. POR FAVOR DIGANOS POR QUE USTED COMENZO A VENIR A LAS CLASES DE EDUCACION PARA ADULTOS. (COLOQUE EL CIRCULO SOLAMENTE EN LOS NUMEROS QUE CORRESPONDAN A SUS RAZONES)

YO COMENCE A VENIR A LAS CLASES DE EDUCACION PARA ADULTOS CON EL FIN DE:

1. MEJORAR MI SITUACION DE TRABAJO.
2. OBTENER EL DIPLOMA DE EDUCACION SECUNDARIA (HIGH SCHOOL) O PASAR EL EXAMEN G.E.D.
3. MEJORAR MIS CONOCIMIENTOS BASICOS (LEER, ESCRIBIR, ARITMETICA).
4. SENTIRME MEJOR ACERCA DE MI MISMO.
5. PREPARARME PARA IR AL "COLLEGE", O ESCUELA VOCACIONAL.
6. APRENDER INGLES.
7. CONOCER GENTE.
8. ESTAR MEJOR INFORMADO.
9. ESTAR MEJOR CAPACITADO PARA CUIDAR A MI FAMILIA.

A CONTINUACION LE PRESENTAMOS ALGUNAS RAZONES POR LAS CUALES LOS ADULTOS MANTIENEN SU ASISTENCIA A LAS CLASES DE EDUCACION PARA ADULTOS. POR FAVOR DIGANOS POR QUE USTED MANTIENE SU ASISTENCIA A LAS CLASES DE EDUCACION PARA ADULTOS. (COLOQUE EL CIRCULO SOLAMENTE EN LOS NUMEROS QUE CORRESPONDAN A SUS RAZONES)

1. ME GUSTA EL TRABAJO DE LA ESCUELA.
2. ME GUSTAN LOS SALONES DE CLASE Y LOS MATERIALES DE APRENDIZAJE.
3. ESTOY APRENDIENDO ALGO UTIL.
4. YO CREO QUE LOS PROFESORES SON BUENOS.
5. YO OBTENGO DINERO POR ASISTIR A LAS CLASES.
6. ME GUSTA LA FORMA EN QUE LA ESCUELA ES ADMINISTRADA.
7. ME GUSTAN MIS COMPANEROS.
8. YO NO TENGO DEMASIADOS PROBLEMAS PERSONALES.
9. YO CREO QUE ESTOY OBTENIENDO ALGO POSITIVO.
10. SOY ELOGIADO POR MIS AMIGOS Y FAMILIA POR ASISTIR.

15X

A CONTINUACION LE PRESENTAMOS UNA LISTA DE ACTIVIDADES DE CLASE QUE LOS PROFESORES PODRIAN O NO INCLUIR EN LOS PROGRAMAS DE EDUCACION PARA ADULTOS. TENIENDO PRESENTE QUE NO TODAS PUEDEN SER INCLUIDAS EN EL PERIODO DE UNA CLASE, POR FAVOR DIGANOS QUE TANTO DE CADA ACTIVIDAD DEBE SER INCLUIDO EN CLASE. COLOQUE UN CIRCULO EN EL NUMERO QUE MEJOR INDIQUE COMO USTED SE SIENTE CON RESPECTO A CADA ACTIVIDAD.

CON QUE FRECUENCIA DEBE SU PROFESOR USAR TIEMPO DE CLASE PARA:

1. RESPONDER A SUS PREGUNTAS 1 2 3 4
2. HACERLE PREGUNTAS ....
3. CORREGIR SUS TAREAS Y MANTENER EL SALON DE CLASE LIMPIO ....
4. USAR RADIO, TELEVISION Y PELICULAS EN CLASE ...
5. UTILIZAR MAQUINAS EN LA ENSEÑANZA (EJEMPLOS: COMPUTADORA, "VIDEO TAPES") ....
6. TRABAJAR CON UN PEQUEÑO GRUPO DE COMPAÑEROS ...
7. AYUDARLO A PRACTICAR DESTREZAS (EJEMPLOS: LEER, ESCRIBIR) ....
8. PREMIARLO POR LO QUE USTED HACE EN CLASE .....
9. DEJAR QUE USTED ESCOJA LO QUE LE INTERESA APRENDER ....
10. SABER QUE TAN DIFERENTE ES USTED EN COMPARACION CON COMPAÑEROS DE CLASE MAS JOVENES Y OTROS ADULTOS ....
11. AYUDARLO A PLANIFICAR SU EDUCACION ....
12. DECIRLE ACERCA DEL ENTRENAMIENTO QUE USTED PUEDE OBTENER ....
13. AYUDARLE CON PROBLEMAS FAMILIARES 1 2 3 4
14. DECIRLE COMO PUEDE OBTENER AYUDA EN CASO DE QUE NECESITE DINERO ....

16y

A CONTINUACION LE PRESENTAMOS ALGUNAS IDEAS ACERCA DE LAS CUALES LA GENTE SUELE PENSAR ALGUNAS VECES. POR FAVOR LEA CADA IDEA CON CUIDADO Y DIGANOS CON CUANTA FRECUENCIA USTED HA PENSADO EN CADA UNA DE ELLAS. COLOQUE UN CIRCULO EN EL NUMERO 1 CUANDO USTED CONSIDERE QUE LA IDEA NUNCA ES CIERTA, 2 CUANDO USTED CONSIDERE QUE SOLO ALGUNAS VECES ES CIERTA, 3 SI USTED CONSIDERA QUE ES FRECUENTEMENTE CIERTA Y 4 SI USTED CONSIDERA QUE ES SIEMPRE CIERTA.

CON QUE FRECUENCIA USTED PIENSA QUE:

1. USTED SABE QUE ES LO QUE QUIERE OBTENER DEL PROGRAMA DE EDUCACION PARA ADULTOS 1 2 3 4

2. EDUCACION PARA ADULTOS LE AYUDARA A "TENER EXITO EN LA VIDA" ....

3. USTED UTILIZARA LO QUE APRENDE EN EDUCACION PARA ADULTOS EN SU VIDA DIARIA ....

4. EL TRABAJO EN ESTE PROGRAMA DE EDUCACION PARA ADULTOS ES DEMASIADO DURO ....

5. USTED ESTA OBTENIENDO LO QUE USTED DESEA DE ESTE PROGRAMA DE EDUCACION PARA ADULTOS ..

6. ES IMPORTANTE QUE USTED SIGA APRENDIENDO TODA SU VIDA ....

7. USTED TENDRA BUEN APROVECHAMIENTO EN ESTE PROGRAMA DE EDUCACION PARA ADULTOS ....

8. LOS PROFESORES DE EDUCACION PARA ADULTOS ESTAN CONTENTOS CON SU TRABAJO ....

9. A LOS PROFESORES DEL PROGRAMA DE EDUCACION PARA ADULTOS LES AGRADA LOS ESTUDIANTES ADULTOS ....

10. LOS PROFESORES DE EDUCACION PARA ADULTOS ESPERAN QUE USTED TENGA BUEN APROVECHAMIENTO IN CLASE..........................

1. COMO SE ENTERO USTED ACERCA DE LAS CLASES PARA EDUCACION DE ADULTOS? (COLOQUE UN CIRCULO EN TODAS LAS RESPUESTA QUE SE AJUSTEN A SU CASO)

   1. UN FAMILIAR
   2. UN AMIGO O VECINO
   3. ALGUIEN DE EDUCACION PARA ADULTOS QUE LO LLAMO O FUE A SU CASA
   4. GENTE QUE AYUDA (EJEMPLOS: TRABAJADORES SOCIALES, CURA/SACERDOTE)
   5. POR IDEA PROPIA
   6. RADIO
   7. T.V.
   8. PERIODICOS
   9. POR CORREO
   10. ANUNCIOS
   11. COMISION DE MICHIGAN PARA LA SEGURIDAD EN EL EMPLEO (MESC)
   12. DEPARTAMENTO DE SERVICIOS SOCIALES (DSS)
   13. UN DIA DE ESCUELA REGULAR
   14. OTRO, ESCRIBA EN ESTE ESPACIO ______________________________

   ____

2. DEJARA USTED DE OBTENER DINERO SI DEJA DE VENIR A LAS CLASES DE EDUCACION PARA ADULTOS? (COLOQUE UN CIRCULO EN SOLAMENTE UNA RESPUESTA)

   1. YES   2. NO

3. COMENZO USTED A ASISTIR A CLASES DE EDUCACION PARA ADULTOS Y DESPUES SE RETIRO? (COLOQUE UN CIRCULO EN SOLAMENTE UNA RESPUESTA)

   1. YES   2. NO

4. HASTA HOY, CUAL ES SU POSICION EN EL TRABAJO? (COLOQUE UN CIRCULO EN TODAS LAS RESPUESTAS QUE CORRESPONDAN A SU CASO)

   1. TRABAJO A TIEMPO-COMPLETO (35 HORAS O MAS A LA SEMANA)

   2. TRABAJO A MEDIO-TIEMPO (35 HORAS O MENOS A LA SEMANA)

   3. TRABAJO SIN DEVENGAR DINERO (PONGA UN CIRCULO DONDE CORRESPONDA)

      a. RETIRADO

      b. TRABAJO DEL HOGAR

      c. SUSPENDIDO TEMPORALMENTE

      d. IMPOSIBILITADO

      e. NO HE TENIDO TRABAJO DESDE HACE MUCHO TIEMPO

      f. NUNCA HE TENIDO UN TRABAJO

5. CUAL ES LA FUENTE DE SU INGRESO (COLOQUE UN CIRCULO DONDE CORRESPONDA)

   1. SU PROPIO TRABAJO

   2. EL EMPLEO DE SU ESPOSA/ESPOSO

   3. ADC (AYUDA PARA NINOS DEPENDIENTES)

   4. ASISTENCIA PUBLICA (INCLUYENDO ASISTENCIA GENERAL)

   5. COMPENSACION PARA DESEMPLEADOS

   6. SEGURO SOCIAL

   7. ADMINISTRACION DE VETERANOS DE GUERRA

   8. OTRO, ESCRIBA EN ESTE ESPACIO ______________________________

6. CUANTOS ANOS HA ESTADO USTED VIVIENDO EN ESTA VECINDAD?

________ ___________ANOS

7. CUANTOS MESES HA ESTADO USTED INSCRITO EN ESTE PROGRAMA DE EDUCACION PARA ADULTOS?

________ ___________MESES

8. QUE EDAD TENIA USTED CUANDO ABANDONO LA ESCUELA?

________ _________ANOS DE EDAD

9. CUAL FUE EL ULTIMO GRADO QUE USTED COMPLETO EN LA ESCUELA

________ _________GRADO

10. CUAL ES EL IDIOMA QUE SE HABLA CON MAS FRECUENCIA EN SU CASA? (COLOQUE EL CIRCULO EN SOLAMENTE UNA RESPUESTA)

1. INGLES
2. ESPANOL
3. ARABE
4. CALDEO
5. GRIEGO
6. VIETNAMIS
7. ITALIANO
8. INDIGENA
9. CHINO
10. ALEMAN
11. POLACO
12. OTRO, ESCRIBA EN EL ESPACIO

____

11. EN QUE ANO NACIO USTED?

19 _____ _____

12 CUAL ES SU RAZA? (COLOQUE EL CIRCULO EN UNA RESPUESTA SOLAMENTE)

1. NEGRO
2. BLANCO
3. LATINO, HISPANIC
4. ASIATICO
5. INDIO

13. CUAL ES SU SEXO?

1. FEMENINO 2. MASCULINO

S-4 — VIETNAMESE

822

1545

Sau đây là vài điều có thể bạn đã biết hay không biết. Xin bạn đọc kỹ mỗi câu và vẽ một vòng tròn quanh số tương ứng với ý nghĩ của bạn về mỗi câu.

1	2	3	4
hoàn toàn bất đồng ý	không đồng ý hẳn	đồng ý, chút đinh	đồng ý hoàn toàn

Tôi sẵn sàng chịu khó để học cách:

401. Đọc báo để biết những gì xảy ra trên thế giới.

402. Điền các đơn xin tìm việc.

403. Hiểu những gì tôi thấy và nghe trên radio và TV.

404. Mua đồ tốt nhưng rẻ tiền.

405. Quyết định nên bầu cho ai trong 1 cuộc bầu cử.

406. Vui với công việc của tôi khi tôi có việc.

407. Đọc báo để tiêu khiển.

408. Đặt mua hàng bằng thơ (như mua dĩa hát quảng cáo trên TV, hay mua đồ quảng cáo trong catalog).

409. Nghe người khác nói chuyện về chính trị.

410. Hiểu tiền lương của tôi bị trừ như thế nào (để trả bảo hiểm hay thuế lợi tức).

411. Đối phó với những thay đổi trong đời sống quanh tôi.

412. Chọn một cách sống hầu đem lại hạnh phúc cho tôi.

Sau đây là vài điều bạn có thể thích học hay không thích học. Xin bạn đọc kỹ mỗi câu và vẽ 1 vòng tròn quanh số tương ứng với ý nghĩ của bạn về mỗi câu:

1	2	3	4
hoàn toàn bất đồng ý	không đồng ý hẳn	đồng ý chút đỉnh	đồng ý hoàn toàn

Tôi đã biết:

301. Dùng máy bầu hay bỏ phiếu giấy.

302. Lo việc giấy tờ trong công việc (như điền các giấy bán hàng, hay viết một danh sách liệt kê các công việc phải làm)

303. Nói về tình cảm và ý nghĩ với bạn bè.

304. Tiêu tiền một cách khôn ngoan bằng cách giữ 1 cuốn sổ chi tiêu trong gia đình.

305. Bảo vệ quyền lợi của tôi nếu bị bắt hay bị kiện.

306. Hợp tác với người khác để thành công trong công việc.

307. Đọc sách để giải trí.

308. Điền các phiếu tại bệnh viện hay văn phòng bác sĩ.

309. Chỉ đường cho người khác bằng cách dùng các phương hướng bắc, nam, đông, tây.

310. Dùng các dụng cụ đo lường trong công việc.

311. Quyết định dùng thì giờ rảnh một cách bổ ích.

312. Quyết định tôi nên có thái độ nào về hạn chế sinh đẻ.

Dưới đây là sáu khả năng bạn có thể học trong các lớp học dành cho người lớn. Xin bạn cho biết bạn thấy mỗi khả năng quan trọng đối với bạn như thế nào bằng cách viết số 1 cạnh khả năng bạn muốn học trước tiên, số 2 cạnh khả năng bạn muốn học thứ nhì, số 3 cạnh khả năng bạn muốn học thứ ba, và số 4 cạnh khả năng bạn muốn học thứ tư.

__________Viết

__________Quyết định trong việc chọn lựa

__________Nói Nghe Nhớ

__________Thiết lập hệ thống giá trị và định hướng đi cho tương lai

__________Đọc

__________Toán

Sau đây là 6 khả năng người lớn có thể dùng trong đời sống hằng ngày. Xin bạn cho biết khả năng của bạn giỏi đến mức nào bằng cách viết số 1 cạnh khả năng bạn giỏi nhất, số 2 cạnh khả năng bạn giỏi thứ nhì, số 3 cạnh khả năng bạn giỏi thứ ba, và số 4 cạnh khả năng bạn giỏi thứ tư.

__________Viết

__________Quyết định trong việc chọn lựa

__________Nói Nghe Nhớ

__________Thiết lập hệ thống giá trị và định hướng đi cho tương lai

__________Đọc

__________Toán

Sau đây là một vài hình vẻ có thể được dùng trong các bản số xe và các bản cấm dọc đường tại tiểu bang Michigan để khuyến khích người lớn đi học thêm. Xin bạn nhìn kỹ các hình vẽ và cho biết bạn thích hình nào nhất.

Xin vẽ một chữ X vào hình vuông bên cạnh hình vẽ bạn thích nhất.

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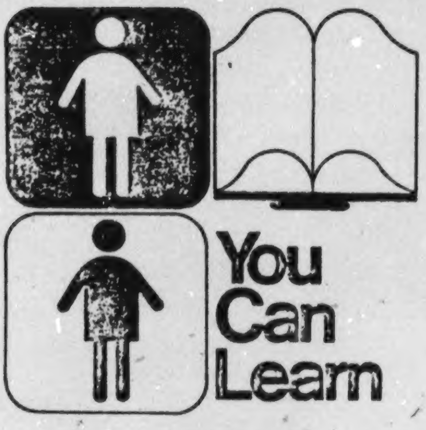
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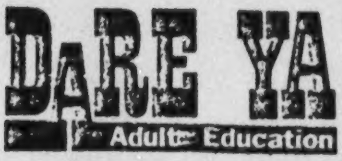
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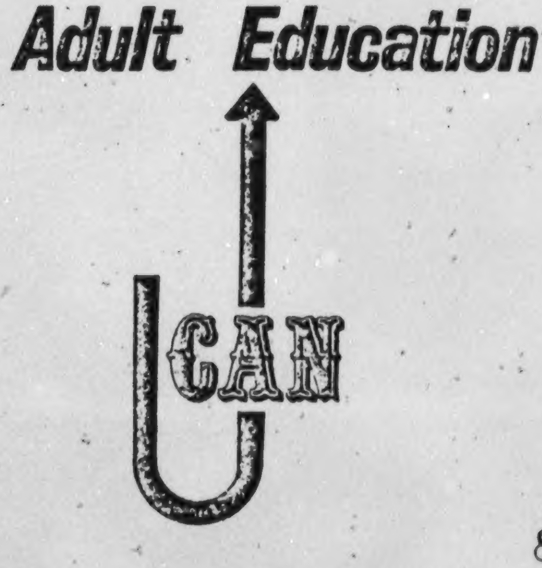
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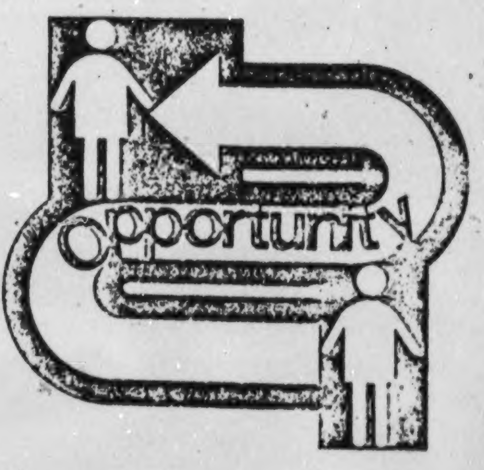
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Sau đây là một vài hình vẽ có thể được dùng trong các bản số xe và các bản cấm dọc đường tại tiểu bang Michigan để khuyến khích người lớn đi học thêm. Xin bạn nhìn kỹ các hình vẽ và cho biết bạn thích hình nào nhất.

Xin vẽ một chữ X vào hình vuông bên cạnh hình vẽ bạn thích nhất.

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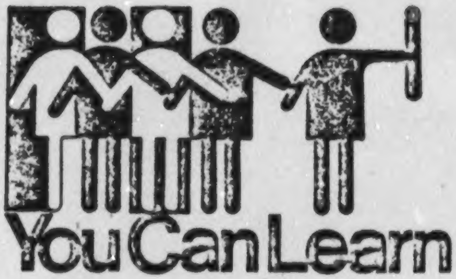
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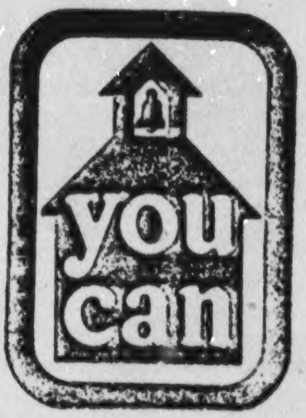

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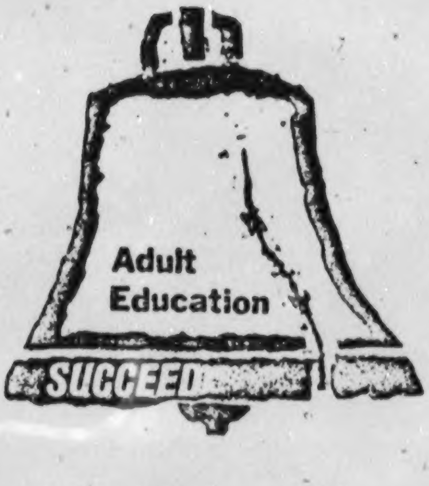
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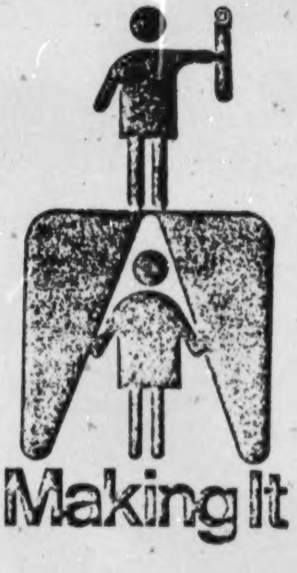

Dưới đây là một số lý do giải thích vì sao các lớp học dành cho người lớn không được hưởng ứng nhiều. Nếu bạn có quen với một số người cần đi học thêm nhưng không chịu đi học bạn có thể cho chúng tôi biết những lý do tại sao họ không chịu đi học. (Xin bạn chỉ vẽ vòng tròn quanh số nào bạn nghĩ là thích hợp với những người bạn biết.)

Nhiều người tôi biết không đi học thêm là vì:

1. Không biết về các lớp học dành cho người lớn.
2. Sợ không học nổi
3. Nghĩ là những chương trình dạy người lớn này không ích gì.
4. Không thích địa điểm các lớp học này.
5. Không thích thời gian các lớp học này gặp mặt.
6. Không đủ tiền (như tiền mua sách hay di chuyển).
7. Không có thì giờ.
8. Không ai giữ con.
9. Sợ những kinh nghiệm mới.
10. Không đi ra ngoài nhiều vì không đủ sức khỏe.
11. Ghét trường học.
12. Phải di chuyển luôn, không định cư một chỗ cho lâu.
13. Sợ b ăn cắp hay người khác đánh.
14. Lúng túng không muốn người khác biết mình không biết đọc hay viết
15. Những lý do khác, xin bạn viết thêm vào đây. ____________________

____

Sau đây là 1 vài lý do tại sao người lớn khởi sự tham dự các lớp học dành cho người lớn. Xin bạn đọc danh sách này và cho biết tại sao bạn khởi sự tham dự chương trình học này. (Xin chỉ vòng trước câu nào thích hợp với bạn).

Tôi khởi sự tham dự các lớp học cho ngườilớn để:

1. Trau dồi tình trạng làm việc của tôi.
2. Hoàn tất bằng trung học hay để thi đậu kỳ thi G.E.D.
3. Trau dồi các khả năng căn bản (đọc, viết, toán).
4. Cảm thấy tôi là người tốt.
5. Sửa soạn học đại học, học buôn bán, hay học nghề.
6. Học anh văn.
7. Gặp người khác.
8. Biết nhiều hơn.
9. Săn sóc gia đình tôi chu đáo hơn.

Sau đây là 1 vài lý do tại sao người lớn tiếp tục tham dự các chương trình học dành cho người lớn. Xin bạn đọc danh sách này và cho biết tại sao bạn tiếp tục tham dự chương trình học này (Xin chỉ vòng trước câu nào thích hợp với bạn).

Tôi tiếp tục tham dự chương trình học cho người lớn vì:

1. Tôi thích chương trình học.
2. Tôi thích các phòng học và các dụng cụ dùng trong lớp.
3. Tôi đang học một cái gì có ích.
4. Tôi thấy các giáo sư rất giỏi.
5. Tôi được lãnh tiền khi đi học.
6. Tôi thích cách tổ chức của trường.
7. Tôi thích những người bạn cùng học với tôi.
8. Tôi không có nhiều khó khăn cá nhân.
9. Tôi nghĩ tôi đang hoàn tất một điều gì.
10. Bạn bè và gia đình khen tôi khi tôi đi học.

Dưới đây là một vài hoạt động trong lớp mà giáo sư có thể hay không thể thực hiện trong các chương trình dạy cho người lớn. B ạn nên nhớ là không phải tất cả các hoat dong nay đều có thể thực hiện trong lớp được, nhưng xin bạn cứ cho biết bạn muốn các hoạt động này nên được thực hiện chừng nào. Xin bạn vẽ một vòng tròn quanh số tương ứng với ý nghĩ của bạn về mỗi câu.

1	2	3	4
Không bao giờ	đôi khi	thường thường	luôn luôn

Giao sư nên dùng chừng nào thì giờ trong lớp để:

1. Trả lời câu hỏi của bạn.
2. Đặt câu hỏi cho bạn.
3. Sửa các bài tập của bạn và giữ phòng học sạch sẽ.
4. Dùng radio, TV, và chiếu bóng trong lớp.
5. Dùng máy móc trong việc dạy (như máy tính, máy đọc phim).
6. Làm việc với từng nhóm nhỏ.
7. Giúp bạn thực tập các điều đang học.
8. Khen bạn vì những gì bạn làm trong lớp.
9. Để bạn chọn những gì bạn muốn học.
10. Tìm hiểu xem bạn khác với các sinh viên trẻ và những người lớn khác như thế nào.
11. Giúp bạn hoạch định chương trình học của bạn.
12. Chỉ cho bạn biết chương trình hướng nghiệp nào bạn có thể theo đuổi.
13. Giúp bạn giải quyết các vấn đề khó khăn trong gia đình.
14. Cho bạn biết khi bạn cần tiền bạn nên đi tìm giúp đỡ ở đâu.

Dưới đây là một vài ý kiến của một số người. Xin bạn đọc kỹ các ý kiến này và cho biết bạn có thường hay nghĩ như vậy không. Xin bạn vòng số 1 nếu bạn nghĩ rằng ý kiến này không bao giờ đúng, số 2 nếu đúng một đôi khi, số 3 nếu thường thường đúng, và số 4 nếu luôn luôn đúng.

Bạn có thường hay nghĩ rằng:

1. Bạn biết bạn muốn gì trong chương trình giáo dục người lớn.
2. Chương trình giáo dục người lớn sẽ giúp bạn thành công trong đời.
3. Bạn sẽ áp dụng những gì bạn học trong chương trình giáo dục người lớn vào đời sống hàng ngày.
4. Các lớp học trong chương trình giáo dục người lớn quá khó.
5. Bạn dang học những gì bạn muốn học trong chương trình giáo dục người lớn.
6. Luôn luôn tiếp tục học hỏi là một điều quan trọng trong đời.
7. Bạn sẽ học giỏi trong chương trình giáo dục người lớn.
8. Giáo sư trong chương trình giáo dục người lớn vui trong công việc của họ.
9. Giáo sư trong chương trình giáo dục người lớn thích sinh viên lớn tuổi.
10. Giáo sư trong chương trình giáo dục người lớn mong mỏi bạn học giỏi.

1. Làm sao bạn biết về các lớp học cho người lớn?
(Xin bạn vẽ một vòng quanh con số trước câu nào đúng với bạn)

1. Một người bà con cho biết.
2. Một người bạn hay láng giềng
3. Một người làm việc cho chương trình dạy người lớn điện thoại bạn hoặc tới thăm bạn và cho bạn biết.
4. Các người khác như: những người làm công tác xã hội, linh mục, mục sư.
5. Do tôi tìm ra.
6. Do radio
7. Do TV
8. Do đọc nhật báo.
9. Đọc các quảng cáo nhận được qua nhà bưu điện.
10. Các biển ở dọc đường.
11. Cơ quan lo tìm việc của Tiểu bang Michigan.
12. Nha Dịch Vụ Xã Hội.
13. Ở trường học.
14. Do những lý do khác, xin viết vào: ______________________

2. Nếu bạn không đi học lớp dành cho người lớn, tiền bạn đang lãnh có bị cúp không?
(vòng lại một chỗ mà thôi)

1. Vâng　　　　　2. Không

3. Trong quá khứ đã bao giờ bạn tham gia một lớp học cho người lớn và bỏ cuộc?
(vòng lại một chỗ mà thôi)

1. Vâng　　　　　2. Không

4. Hiện nay tình trạng công việc của bạn ra sao? (Vòng lại trước câu nào thích hợp với bạn)

   1. Làm việc full-time (35 giờ hay nhiều hơn mỗi tuần)
   2. Làm việc part-time.(35 giờ hay ít hơn mỗi tuần)
   3. Không làm việc để lãnh tiền (vòng lại chỗ nào bạn thấy thích hợp với bạn)
      a. Về hưu
      b. Ở nhà lo việc nội trợ.
      c. Bị sa thải
      d. Bị tàn tật
      e. Thất nghiệp đã lâu rồi
      f. Chưa bao giờ có việc

5. Tài chánh của bạn do đâu mà đến (vòng lại chỗ nào bạn thấy thích hợp với bạn)

   1. Công việc của bạn.
   2. Công việc của chồng (hay vợ)
   3. ADC
   4. Welfare (gồm General Assistance--tiền phụ cấp xã hội tổng quát)
   5. Phụ cấp thất nghiệp
   6. Social Security Administration--tiền hưu của chính phủ.
   7. Bộ cửu quấn nhấn
   8. Các phụ cấp khác, xin viết vào ______________________

6. Bạn đã sống trong khu vực bạn đang ở bao lâu rồi?

______ ______năm

7. Bạn theo học chương trình giáo dục người lớn mấy tháng rồi?

_____ ________tháng

8. Khi bạn thôi học lúc trước bạn mấy tuổi? __________tuổi

9. Khi đi học trước bạn học đến lớp mấy? Lớp ____________

10. Ở nhà bạn, ngôn ngữ nào thường được dùng nhất?

1. Anh
2. Tây ban nha
3. Ả rập
4. Chaldion
5. Hy lạp
6. Việt Nam
7. Ý
8. Tiếng người da đỏ
9. Trung hoa
10. Đức
11. Ba Lan
12. Tiếng khác, xin viết vào

____

11. Bạn sinh năm nào?

19______ ______

12. Bạn thuộc chũng tộc nào (vòng 1 chỗ thôi)

1. Đen
2. Trắng
3. Người nam mỹ châu
4. Á châu, người các đảo Thái bình dương
5. Người Mỹ da đỏ

13. Bạn thuộc phái nào?

1. Nữ 2. Nam

S-4—ARABIC

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فيما يلى ستجد بعض العبارات التى تدل على أشياء ربما تعرف أو لا تعرف كيف تفعلها. أنظر من فضلك إلى كل عبارة ثم ضع دائرة على الرقم الذى أمام العبارة إلى اليسار الذى يوضح حقيقة مشاعرك نحو كل منها.

لدى الرغبة فى العمل الجاد لمدة طويلة لكى أتعلم كيف:

		دون رغبة مطلقاً	دون رغبة	ذو رغبة	ذو رغبة شديدة
٤٠١ -	أقرأ الجرائد لأعرف ماذا يدور حولنا فى العالم - - - -	1	2	3	4
٤٠٢ -	أملأ الخانات فى استمارة الالتحاق بالعمل - - - - -	1	2	3	4
٤٠٣ -	أفهم معنى الأشياء التى أراها وأسمعها فى الراديو والتليفزيون - - -	1	2	3	4
٤٠٤ -	أقرر أفضل الأشياء عند شراء حاجياتى من السوق - - -	1	2	3	4
٤٠٥ -	أقرر أفضل المرشحين فى الانتخابات - - - - -	1	2	3	4
٤٠٦ -	أستمتع بعملى إذا ما التحقت بعمل - - - - - -	1	2	3	4
٤٠٧ -	أستمتع بقراءة المجلات - - - - - - -	1	2	3	4
٤٠٨ -	أطلب البضائع بالبريد (مثل التليفزيون، الكاتالوجات، ...) - -	1	2	3	4
٤٠٩ -	أستمع إلى الأحاديث المختلفة فى السياسة - - - -	1	2	3	4
٤١٠ -	أفهم معنى الاستقطاعات من رصيدى فى البنك - - -	1	2	3	4
٤١١ -	أتعامل مع العالم المتغير من حولى - - - -	1	2	3	4
٤١٢ -	أختار طريقة حياتى بحيث أعيش سعيداً - - -	1	2	3	4

فيما يلى ستجد بعض العبارات التى تشير الى أشياء قد تكون مهمًا أو غير مهم أن تتعلمها. أنظر من فضلك إلى كل عبارة ثم ضع دائرة حول الرقم أمام العبارة إلى اليسار الذى يوضح حقيقة شعورك نحو كل منها.

إننى أعرف أن:

	لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة
٣٠١ - أستخدم ماكينة الانتخابات أو ورقة الانتخابات ----	1	2	3	4
٣٠٢ - أكتب استمارات الأعمال (مثل طلب مشتريات أو إعلان تخفيضات ....) ---	1	2	3	4
٣٠٣ - أتحدث عن المشاعر والأفكار لأصدقائى ...	1	2	3	4
٣٠٤ - أستخدم المال بطريقة معقولة بأن أقدر ميزانية الأسرة ---	1	2	3	4
٣٠٥ - أحمى حقوقى القانونية إذا ما قبض على أو قاضيت أحد --	1	2	3	4
٣٠٦ - أتعاون مع الآخرين كى أنجح فى العمل ...	1	2	3	4
٣٠٧ - أقرأ الكتب كهواية --------	1	2	3	4
٣٠٨ - أملأ استمارات العيادات الصحية أو عيادة الطبيب ---	1	2	3	4
٣٠٩ - أعطى توجيهات لشخص ما بأن أشير إلى الشمال، الجنوب، الشرق، والغرب. ---	1	2	3	4
٣١٠ - أستخدم أدوات القياس فى العمل إذا ما التحقت بعمل ---	1	2	3	4
٣١١ - أتخذ قرارات عن استخدام وقت فراغى بحكمة ---	1	2	3	4
٣١٢ - أقرر كيف أشعر نحو مشكلة تحديد النسل ---	1	2	3	4

فيما يلي ستجد ٦ مهارات يمكن لك أن تتعلمها في فصول تعليم الكبار. اذكر لنا من فضلك مدى أهمية كل مهارة بالنسبة لك ثم ضع الرقم ١ أمام المهارة التي ترغب أن تتعلمها أولا، والرقم ٢ أمام المهارة التي ترغب ان تتعلمها ثانيا، والرقم ٣ أمام المهارة التي ترغب أن تتعلمها ثالثا، والرقم ٤ أمام المهارة التي ترغب أن تتعلمها رابعاً.

_____ الكتابة

_____ اتخاذ القرارات

_____ التخاطب (التحدث)، الانصات (الاستماع)، والتذكر

_____ تكوين القيم، وصياغة الأهداف

_____ القراءة

_____ الحساب

فيما يلي ستجد ٦ مهارات ربما يستخدمها الكبار في حياتهم اليومية. اذكر لنا من فضلك مدى قيامك فعلا بأداء هذه المهارات بأن تضع الرقم ١ أمام المهارة التي يمكنك أن تؤديها أحسن ما يمكن، والرقم ٢ أمام المهارة التي يمكن أن تؤديها بدرجة ثانية، والرقم ٣ أمام المهارة التي يمكنك أن تؤديها بدرجة ثالثة، والرقم ٤ أمام المهارة التي يمكن أن تؤديها بدرجة رابعة (درجة أقل).

_____ الكتابة

_____ اتخاذ القرارات

_____ التخاطب (التحدث)، الانصات (الاستماع)، والتذكر

_____ تكوين القيم، وصياغة الأهداف

_____ القراءة

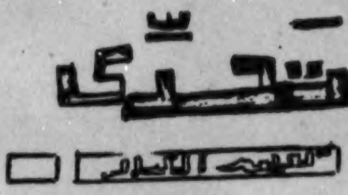
_____ الحساب

فيما يلي ستجد بعض الصور التي يمكن استخدامها كملصقات وعلامات في ميتشجان لدعوة الطلاب الجدد لحضور فصول تعليم الكبار .

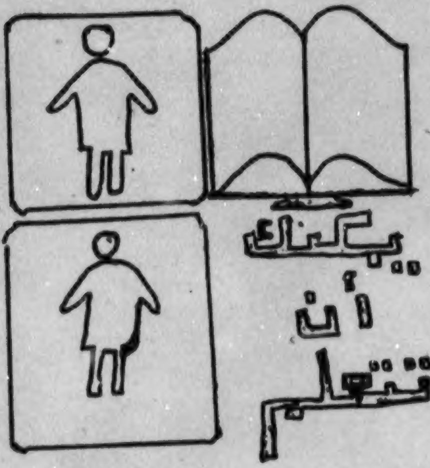
من فضلك أنظر إلى كل صورة جيداً واذكر لنا **أفضل صورة** من وجهة نظرك

ضع علامة "X" في المربع المقابل للصورة التي تفضلها :

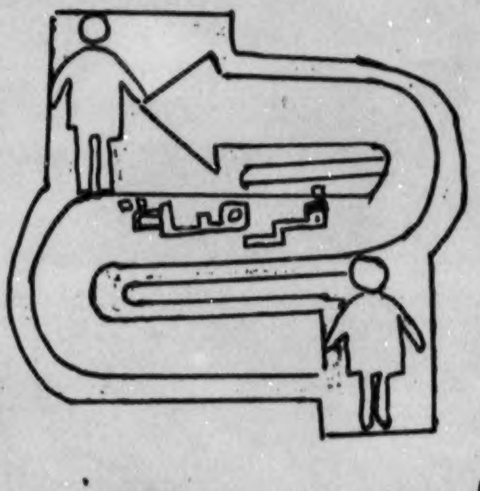
☐


تحدّك
تعليم الكبار

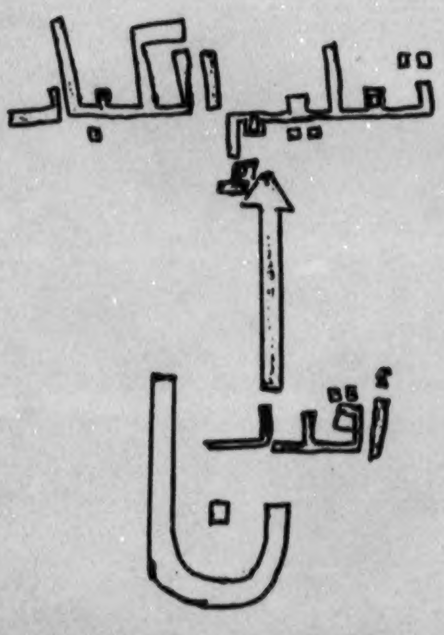
☐


يمكنك
أن
تتعلم

☐



☐

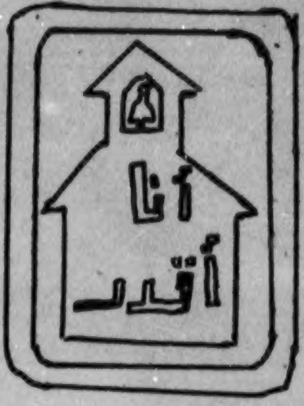

تعليم الكبار
أقدر

فيما يلي ستجد بعض الصور التى يمكن استخدامها كملصقات، وعلامات فى ميتشيجان لدعوة الطلاب الجدد لحضور فصول تعليم الكبار.

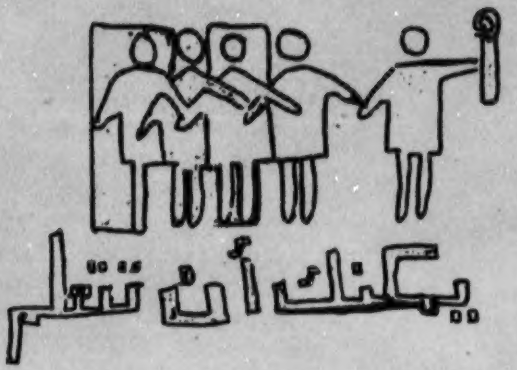
من فضلك أنظر إلى كل صورة جيداً" واذكر لنا أفضل صورة من وجهة نظرك

ضع علامة "X" فى المربع المقابل للصورة التى تفضلها :

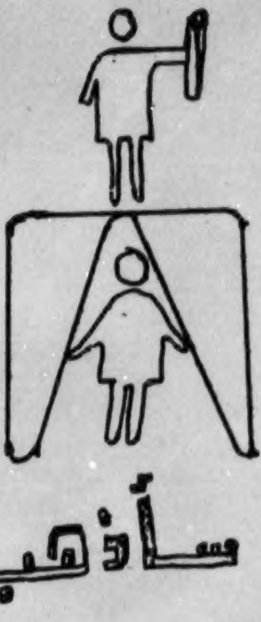
☐



☐


يمكنك أن تتعلم

☐



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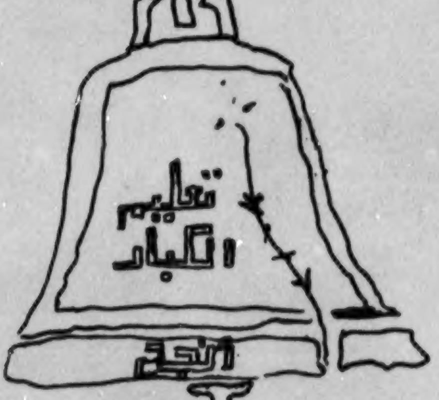
تعليم
الكبار
انضم

فيما يلي ستجد بعض الأسباب التي تجعل الناس يبتعدون عن فصول تعليم الكبار. فكر من فضلك في أناس تعرف أنهم يحتاجون إلى قسط أكبر من التعليم، واذكر لنا لماذا لا يحضرون إلى هذه الفصول الدراسية.

(ضع دائرة فقط حول العبارات التي تنطبق على الناس الذين تعرفهم)

الناس الذين أعرفهم لا يحضرون إلى فصول تعليم الكبار للأسباب الآتية:

١- لا يعرفون شيئا عن فصول تعليم الكبار.

٢- خائفون من عدم قدرتهم على أداء الواجبات المدرسية.

٣- لا يظنون أنها ستفيدهم.

٤- لا يحبون أماكن وجود هذه الفصول.

٥- لا يحبون مواعيد هذه الفصول.

٦- لا يقدرون على دفع التكاليف (مثل الكتب والمواصلات).

٧- لا يوجد لديهم وقت كاف.

٨- لا يمكنهم احضار مربية لأطفالهم فترة حضورهم.

٩- خائفون من الخبرات الجديدة.

١٠- لا يمكنهم الخروج كثيرا لضعف صحتهم.

١١- يكرهون المدرسة.

١٢- لا يقيمون في مكان واحد مدة طويلة.

١٣- خائفون من السرقة أو الضرب.

١٤- خجولون من الاعتراف بأنهم لا يستطيعون القراءة والكتابة.

١٥- أسباب أخرى إذا وجدت

~~1565~~ 842

14x

فيما يلي ستجد بعض الأسباب التى تجعل الكبار يبدأون فى الحضور الى فصول تعليم الكبار . أنظر من فضلك إلى القائمة الآتية واذكر لنا لماذا بدأت تحضر إلى فصول تعليم الكبار . (ضع دائرة فقط على الأسباب التى تنطبق عليك) .

بدأت أحضر إلى فصول تعليم الكبار للأسباب الآتية :-

١- أحاول تحسين نوع عملى .
٢- أكمل دبلوم المدرسة الثانوية أو أنجح فى اختبار G.E.D.
٣- أحاول تحسين مهاراتى الأساسية (مثل القراءة والكتابة والحساب)
٤- أنظر إلى نفسى نظرة أفضل .
٥- أستعد للذهاب إلى الكلية أو التجارة أو مدرسة مهنية .
٦- أتعلم الانجليزية .
٧- أقابل الناس .
٨- أصبح على وعى ودراية .
٩- أصبح أكثر قدرة على العناية بأسرتى .

فيما يلي ستجد بعض الأسباب التى تجعل الكبار يستمرون فى الحضور إلى فصول تعليم الكبار . أنظر من فضلك إلى القائمة الآتية واذكر لنا لماذا تستمر فى الحضور إلى فصول تعليم الكبار . (ضع دائرة فقط على الأسباب التى تنطبق عليك)

١ - أحب عمل المدرسة .
٢ - أحب الفصل الدراسى والمواد التعليمية .
٣ - أتعلم شيئا مفيدا .
٤ - أرى أن المعلمين ممتازون .
٥ - أحصل على مال عند حضورى .
٦ - أحب نظام المدرسة .
٧ - أحب الكبار الآخرين الذين يتعلمون معى .
٨ - ليس لدى كثيرا من المشاكل الشخصية .
٩ - أرى أننى أحقق شيئا ما .
١٠ - يمتدحنى أصدقائى وأسرتى عند حضورى .

فيما يلي سنجد بعض الأنشطة التي يمكن للمعلمين أن يجعلوها ضمن برامج تعليم الكبار. تذكر أن بعض الأنشطة قد لا تلائم وقت الفصل الدراسي. اذكر لنا من فضلك مقدار وجوب ادخال هذه الأنشطة في الفصل الدراسي بأن تضع دائرة حول الرقم أمام العبارة إلى اليسار الذي يوضح شعورك نحو كل فكرة.

ماذا يجب على المعلم أن يستغل وقت الفصل الدراسي في: نادراً أحياناً غالباً دائماً

١- إجابة أسئلتك - - - - - - - - - - - - - -

٢- يسألك أسئلة - - - - - - - - - - - - - - -

٣- يصحح أوراقك ويحافظ على نظافة الحجرة - - - - - -

٤- يستخدم المذياع والتليفزيون والسينما في الفصل الدراسي - - -

٥- يستخدم الآلات في التدريس (مثل الحاسب الالكتروني، القراءات المرئية).

٦- يعمل مع مجموعات صغيرة من المتعلمين الكبار - - - - - - -

٧- يعاونك على التدرب على المهارات المختلفة - - - - - - -

٨- يمدحك على ما تفعله في الفصل الدراسي - - - - - - -

٩- يجعلك تختار ما تود أن تتعلمه - - - - - - - - - - -

١٠- يمكنك من معرفة مدى اختلافك عن المتعلمين الصغار وغيرك من الكبار.

١١- يعاونك على تخطيط وتنظيم تعليمك - - - - - - - - -

١٢- يشرح لك كيفية التدرب على الأعمال التي يمكنك الحصول عليها.

١٣- يعاونك على حل مشاكل الأسرة - - - - - - -

١٤- يشرح لك كيف تحصل على المعونة عندما تحتاج إلى المال.

فيما يلى ستجد بعض الأفكار التى أحيانا يفكر فيها بعض الناس. أنظر من فضلك جيداً الى كل فكرة واذكر لنا كيف تفكر غالبا فى كل منها بأن تضع دائرة حول الرقم ١ إذا كانت الفكرة غير صحيحة مطلقا من وجهة نظرك، والرقم ٢ إذا كانت الفكرة أحيانا صحيحة، والرقم ٣ إذا كانت غالبا صحيحة، والرقم ٤ إذا كانت دائماً صحيحة.

أبداً أحياناً غالباً دائماً

كيف تفكر غالبا فى :

١- أنك تعرف ماذا تريد من برنامج تعليم الكبار------

٢- أن تعليم الكبار سوف يعاونك على النجاح فى الحياة----

٣- أنك ستستخدم ما تعلمته فى برنامج تعليم الكبار فى حياتك.. اليومية

٤- أنه يعتبر هذا البرنامج لتعليم الكبار عملا صعبا-----

٥- أنك تحصل على ما تريده من هذا البرنامج لتعليم الكبار...

٦- أنه من المهم أن تظل تتعلم طوال حياتك----

٧- أنك ستؤدى أداء جيدا فى هذا البرنامج لتعليم الكبار.

٨- أن المعلمين فى برنامج تعليم الكبار سعداء فى عملهم.

٩- أن المعلمين فى برنامج تعليم الكبار شأنهم كشأن المتعلمين الكبار.

١٠- أن المعلمين يتوقعون منك أن تؤدى أداء جيدا فى الفصل الدراسى فى برنامج تعليم الكبار.

① كيف حصلت على معلومات عن فصول تعليم الكبار .
(ضع دائرة حول ما ينطبق عليك)

١- أحد الأقارب .
٢- أحد الأصدقاء أو أحد الجيران .
٣- واحداً ممن يحضرون فصول تعليم الكبار اتصل بك تليفونياً أو حضر إليك .
٤- واحداً ممن يعاونون الناس (مثل الاخصائيين الاجتماعيين ، قسيس ...) .
٥- فكرتي الشخصية .
٦- الراديو .
٧- التليفزيون .
٨- الصحف .
٩- الاعلانات التي ترسل بالبريد .
١٠- اعلانات الحائط .
١١- لجنة أمن العمل بميتشجان (MESC)
١٢- ادارة الخدمات الاجتماعية (DSS)
١٣- المدارس النظامية .
١٤- وسائل أخرى (إذا وجدت) : ______________

② هل يتوقف عنك وسائل الحصول على المال إذا ما انقطعت عن الحضور إلى فصول تعليم الكبار (ضع دائرة حول واحدة فقط)

١. نعم ٢. لا

③ هل سبق لك الحضور إلى فصول تعليم الكبار ثم فصلت (ضع دائرة حول واحدة فقط)

١. نعم ٢. لا

④ ماهو موقفك فى العمل الآن ؟ (ضع دائرة حول كل ما ينطبق عليك)

١. أعمل بأجر كامل (٣٥ ساعة أو أكثر فى الأسبوع)
٢. أعمل بأجر جزء من الوقت (٣٥ ساعة أو أقل كل أسبوع)
٣. لا أعمل بأجر (ضع دائرة حول ما ينطبق عليك)

أ- محال إلى المعاش .
ب- ربة أسرة أو مشرف على المنزل
ج- غير ثابت على عمل واحد
د- غير قادر (عاجز)
هـ- لم أحصل على عمل منذ مدة طويلة
و- لم أحصل على عمل مطلقا

⑤ ماهو مصدر دخلك (ضع دائرة حول كل ما ينطبق عليك)

١. عملك
٢. عمل زوجتك/ زوجك
٣. معونات الأطفال (ADC)
٤. المعونات الحكومية (بما فيها المساعدات العامة)
٥. تعويضات البطالة .
٦. إدارة الأمن الاجتماعى .
٧. إدارة الجيش
٨. مصادر أخرى (إذا وجدت) ______________

(٦) منذكم عاما تسكن فى هذا الحى ؟

______ - عام

(٧) منذكم شهراً سجلت اسمك فى برنامج تعليم الكبار ؟

شهراً

(٨) كم كان عمرك عندما انقطعت عن المدرسة النظامية ؟

-- -- عاماً

(٩) ما هو أعلى فصل دراسى انتهيت منه فى المدرسة النظامية ؟

-

(١٠) ما هى اللغة التى تتحدث بها (غالبا) أسرتك فى المنزل ؟

(ضع دائرة حول واحدة فقط)

١. الانجليزية

٢. الأسبانية

٣. العربية

٤. الكلدانية

٥. اليونانية

٦. الفيتنامية

٧. الإيطالية

٨. أمريكي هندى (أمريكي أصلى)

٩. الصينية

١٠. الألمانية

١١. الهولندية

١٢. لغات أخرى (إذا وجدت) : ......

⑪ ما هى سنة ميلادك

19__

⑫ ما هو جنسك (ضع دائرة حول واحدة فقط)

١- أسود
٢- أبيض
٣- رومانى، أسبانى
٤- أسيوى - من جذر الباسيفيكى
٥- أمريكى هندى

⑬ ما هو نوعك (ضع دائرة حول واحدة فقط)

١- أنثى ٢- ذكر

S-4—ITALIAN

Sono elencate qui sotto alcune cose che potresti o non potresti sapere già come fare. Esaminale una per una e metti un cerchio sul numero che meglio riflette la tua opinione.

Sono disposto a lavorare sodo e molto tempo per imparare a:

	NO, CERTO	NO	SI	SI, CERTO
401. Leggere un giornale per apprendere cosa succede nel mondo	1	2	3	4
402. Riempire lo spazio in bianco in una domanda d'impiego	1	2	3	4
403. Capire il significato delle cose che vedo o ascolto alla radio o alla TV	1	2	3	4
404. Calcolare i migliori acquisti quando faccio la spesa	1	2	3	4
405. Decidere per chi votare alle elezioni	1	2	3	4
406. Godere il lavoro, quando ce l'ho	1	2	3	4
407. Leggere riviste per passatempo	1	2	3	4
408. Ordinare la merce per posta (esempi: dischi offerti dalla TV, ordinazioni dal catalogo)	1	2	3	4
409. Ascoltare gli altri quando parlano di politica	1	2	3	4
410. Capire cosa significano le trattenute dalla paga	1	2	3	4
411. Far fronte ai cambiamenti nel mondo attorno a me	1	2	3	4
411. Scegliere un modo di vivere la mia vita che mi renda felice	1	2	3	4

851

1574

7d

Sono elencate qui sotto alcune cose che potresti o non potresti essere interessato a imparare. Esaminale una per una e metti un cerchio sul numero che meglio riflette la tua opinione.

So già come:

		NO, AFFATTO	NO	SI	SI, CERTO
301.	Usare la macchina per lo spoglio dei voti o una scheda elettorale	1	2	3	4
302.	Fare lavoro di scrittura (esempi: fatture, (ordinazioni)	1	2	3	4
303.	Parlare dei miei sentimenti e idee agli amici	1	2	3	4
304.	Usare il denaro con buon senso calcolando il bilancio domestico	1	2	3	4
305.	Proteggere i miei diritti legali in caso di arresto o citazione penale	1	2	3	4
306.	Cooperare con gli altri per riuscire nel lavoro	1	2	3	4
307.	Leggere libri per divertimento	1	2	3	4
308.	Riempire i moduli alla clinica media o all'ufficio del medico	1	2	3	4
309.	Dare istruzioni a qualcuno usando Nord, Sud, Est, Ovest	1	2	3	4
310.	Usare gli strumenti di misura al lavoro, quando sono assunto	1	2	3	4
311.	Decidere come usare con saggezza il tempo libero	1	2	3	4
312.	Decidere che posizion prendere riguardo al controllo sulle nascite	1	2	3	4

852

1575

9d

Sono elencate qui sotto sei skills (=abilità o qualifiche professionali) che potresti imparare nei corsi per adulti. Vuoi dirci, per piacere, quanto importante ciascuna skill è per te mettendo 1 davanti alla skill che desideri imparare per prime, 2 davanti alla skill che desideri imparare per seconde, 3 davanti alla skill che desideri imparare per terze, 4 davanti alla skill che desideri imparare per quarte.

________Scrivere

________Fare Decisioni

________Parlare Ascoltare Ricordare

________Formare Valori e stabilire Obiettivi

________Leggere

________Aritmetica

Sono elencate qui sotto sei skills che gli adulti potrebbero usare nella loro vita quotidiana. Vuoi dirci con quanta facilità puoi già eseguire ciascuna skill scrivendo 1 davanti alla skill che sai fare meglio, 2 davanti alla skill che sai fare per secondo, 3 davanti alla skill che sai fare per terzo, e 4 davanti alla skill che sai fare per quarto.

________Scrivere

________Fare Decisioni

________Parlare Ascoltare Ricordare

________Formare Valori e Stabilire Obiettivi

________Leggere

________Aritmetica

Ecco alcuni disegni che potrebbero essere usati sulle etichette incollate sui paraurti delle macchine o sui cartelli per le affissioni nello stato di Michigan per invitare i nuovi studenti a frequentare i corsi per adulti. Osservate con attenzione ciascun disegno e diteci quale vi piace di più.

Mettere una "X" nel quadretto accanto al disegno che vi piace di più:

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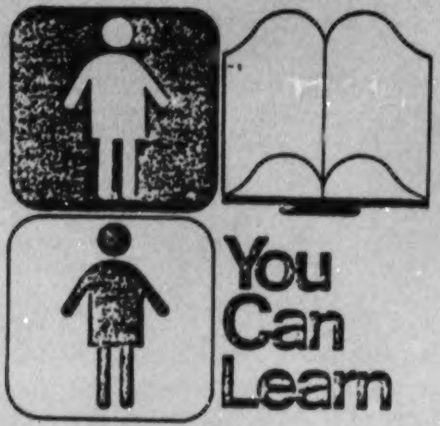
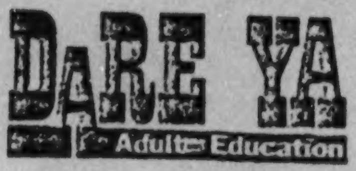

You
Can
Learn

☐


DaRE YA
Adult Education

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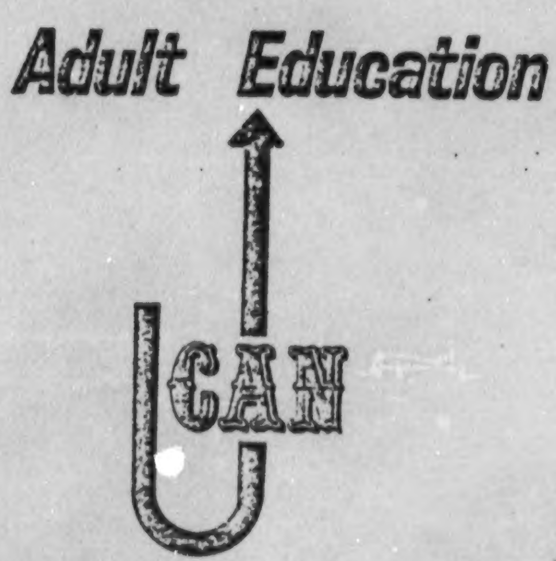
Adult Education
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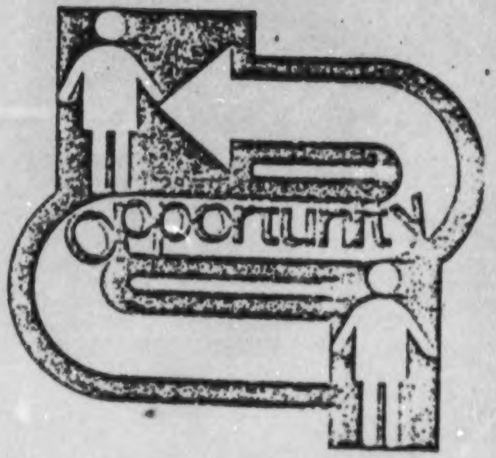
OPPORTUNITY

1577
854

Ecco alcuni disegni che potrebbero essere usati sulle etichette incollate sui paraurti delle macchine o sui cartelli per le affissioni nello stato di Michigan per invitare i nuovi studenti a frequentare i corsi per adulti. Osservate con attenzione ciascun disegno e diteci quale vi piace di più.

Mettete una "X" nel quadretto accanto al disegno che vi piace di più:

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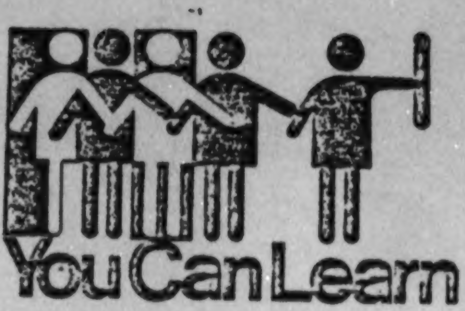
You Can Learn

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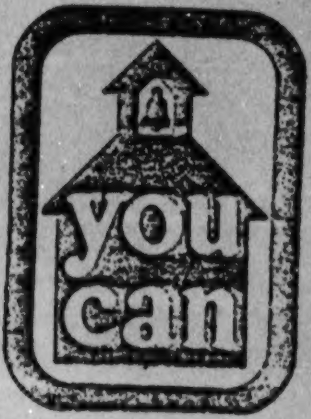

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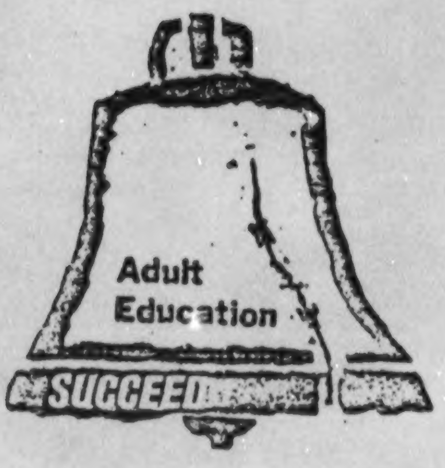
Adult
Education
SUCCEED

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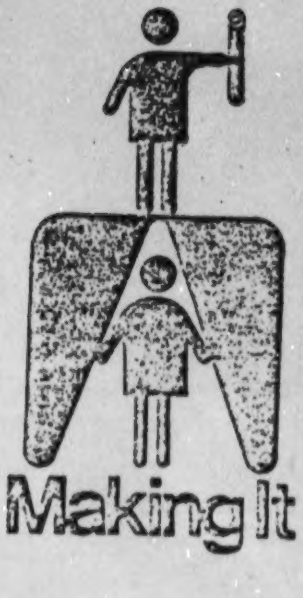

1578
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Sono elencate qui sotto alcune ragioni che impediscono alla gente di frequentare i corsi per gli adulti. Pensate alle persone che conoscete e che hanno bisogno della scuola per adulti e diteci perché non frequentano i corsi.
(Mettere un cerchio solamente sul numero che riguarda le persone che conoscete)

Le persone che conosco non frequentano i corsi per gli adulti perchè:

1. Non sono al corrente dei corsi per adulti.

2. Temono di non potere fare i compiti in classe.

3. Non credono che siano molto utili.

4. Non piace loro dove si fanno le lezioni.

5. Non piace loro quando si fanno le lezioni.

6. Non possono permettersi le spese: (libri, transporto).

7. Non hanno tempo.

8. Non possono trovare una babysitter

9. Hanno paura di nuove esperienze.

10. Non escono molto per motivi di salute.

11. Non piace loro la scuola.

12. Non risiedono in un posto per molto tempo.

13. Hanno paura di essere derubati o molestati.

14. Provano imbarazzo ad ammettere che non sanno leggere o scrivere.

15. Altre ragioni, scrivere: ______________________________

____

1579
856

14x

Sono elencate qui sotto alcune ragioni per cui gli adulti hanno cominciato a frequentare i corsi per adulti. Esaminate l'elenco e diteci perche avete cominciato a freuqntare i corsi per adulti. (Mettere un cerchio su numero che corrisponde al vostro caso SOLTANTO)

Ho iniziato a frequentare i corsi per gli adulti per

1. Migliorare la mia situazione di lavoro
2. Completare un diploma di scuola secondaria o passare l'esame G.E.D.
3. Migliorare le mie skill basilari (leggere, scrivere, aritmetica).
4. Sentirmi meglio riguardo a me stesso.
5. Prepararmi per andare all'Università, all'Istituto tecnico o commerciale
6. Imparare l'inglese.
7. Conoscere gente.
8. Essere meglio informato.
9. Essere più capace di badare alla mia famiglia.

Sono elencate qui sotto alcune ragioni per cui gli adulti continuano a frequentare i corsi per adulti. Esaminate l'elenco e diteci perche voi continuate a frequentare i corsi per adulti. (Mettere un cerchio SOLTANTO sul numero che corrisponde al vostro caso)

Continuo a frequentare i corsi per adulti perche:

1. Mi piace il lavoro scolastico.
2. Mi piacciono le aule e le materie di studio.
3. Imparo qualcosa di utile
4. Penso che gli insegnanti siano bravi.
5. Ricevo del denaro per frequentare i corsi.
6. Mi piace il modo in cui la scuola e amministrata.
7. Mi piacciono gli altri adulti allievi.
8. Non ho molti problemi personali.
9. Penso che stia facendo qualcosa che vale la pena.
10. Ricevo elogi dai miei amici e familiari per frequentare i corsi.

1580

857

15x

Qui sotto sono elencate alcune attività scolastiche che gli insegnanti potrebbero o non potrebbero includere nei corsi per gli adulti. Tenendo presente che non è possibile fare tutte queste cose in classe, dite quanto tempo dovrebbe essere assegnato durante l'ora della lezione per ciascuna attività. Mettete un cerchio sul numero che meglio riflette il vostro parere.

Quante volte il vostro insegnante dovrebbe usare l'ora della lezione per:

		MAI	TALVOLTA	SPESSO	SEMPRE
1.	Rispondere alle vostre domande	1	2	3	4
2.	Farvi delle domande	1	2	3	4
3.	Correggere i vostri compiti e tenere la stanza in ordine	1	2	3	4
4.	Usare la radio, la T.V. e i film in classe	1	2	3	4
5.	Usare strumenti meccanici per l'insegnamento (esempi: calcolatori, video-lettori)	1	2	3	4
6.	Lavorare con piccoli gruppi di allievi adulti	1	2	3	4
7.	Aiutarvi a esercitare gli skills	1	2	3	4
8.	Lodarvi per quello che fate in classe	1	2	3	4
9.	Farvi scegliere quello che volete imparare	1	2	3	4
10.	Capire quanto diversi siete dai giovani allievi e da altri adulti	1	2	3	4
11.	Aiutarvi a progettare i vostri studi	1	2	3	4
12.	Informarvi sul corso di perfezionamento che potete frequentare	1	2	3	4
13.	Aiutarvi a risolvere problemi di famiglia	1	2	3	4
14.	Dirvi dove rivolgersi per aiuti finanziari in caso di necessità	1	2	3	4

858

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Sono elencate qui sotto alcune idee cui la gente talvolta pensa. Esaminate ciascuna idea con attenzione e diteci quante volte pensate a ciascuna idea. Mettete un cerchio su 1 se ritieni che l'idea non è mai vera, su 2 se è talvolta vera, su 3 se è spesso vera, e su 4 se è sempre vera.

Quante volte pensi che:	MAI	TAVOLTA	SPESSO	SEMPRE
1. Sai cosa vuoi imparare dalla scuola per adulti	1	2	3	4
2. La scuola per adulti ti aiuterà a "sfondare nella vita"	1	2	3	4
3. Userai nella vita quotidiana quello che impari nei corsi per adulti	1	2	3	4
4. Il lavoro in questa scuola per adulti è molto pesante	1	2	3	4
5. Ricevi quello che vuoi da questi corsi per adulti	1	2	3	4
6. È importante che continui a imparare per tutta la vita	1	2	3	4
7. Farai progressi in questa scuola per adulti	1	2	3	4
8. Gli insegnanti della scuola per adulti sono soddisfatti del loro lavoro	1	2	3	4
9. Agli insegnanti della scuola per adulti piacciono gli allievi adulti	1	2	3	4
10. Gli insegnanti della scuola per adulti esigono che farai progressi in classe	1	2	3	4

1. Come hai saputo dei corsi per adulti?
(Metti un cerchio sul numero che corrisponde al tuo caso)

1. Un parente

2. Un amico o vicino di casa.

3. Qualcuno della scuola per adulti che ha telefonato o è venuto a visitarmi

4. Le persone che aiutano (esempi: assistenti sociali, prete/pastore)

5. Una mia idea

6. Radio

7. La TV (tivvù)

8. Giornali

9. Notificazioni per posta

10. Cartelli e tabelloni

11. Commissione di Controllo sul Collocamento in Michigan (MESC)

12. Dipartimento di Servizi Sociali (DSS)

13. Scuola regolare, di giorno

14. Altro, scrivere: ______________________________

2. E' vero che non riceverai più denaro se non frequenterai più i corsi per adulti?
(Segnare con un cerchio soltanto un numero)

1. Sì 2. No

3. In passato, hai mai iniziato un corso per adulti e poi hai lasciato?
(Segnare con un cerchio soltanto un numero)

1. Si 2. No

860

1583

4. Al presente, qual'è la tua situazione di lavoro?
(Segnare con un cerchio il numero che corrisponde al tuo caso)

1. Lavoro a pieno impiego (35 ore o più per settimana)
2. Lavoro a mezzo impiego (35 ore o meno per settimana)
3. Non lavoro per essere pagato
(Mettere un cerchio sulla lettera che corrisponde al tuo caso)
    - a. Pensionato
    - b. Casalingo
    - c. Licenziato
    - d. Invalido
    - e. È da molto tempo che non ho un lavoro
    - f. Non ho mai ottenuto un impiego

5. Da dove proviene il tuo reddito?
(Metti un cerchio sul numero che corrisponde al tuo caso)

1. Il mio impiego
2. Il lavoro del marito o della moglie
3. ADC (Assistenza per i figli a carico)
4. Assistenza Sociale (inclusa l'Assistenza Generale)
5. Sussidi di disoccupazione
6. Programma di Providenza Sociale
7. Associazione ex combattenti
8. Altro, scrivere: ______________________________

6. Da quanti anni abiti in questo quartiere?

______ ______ Anni

7. Da quanti mesi ti sei iscritto alla scuola per adulti?

______ ______ Mesi

8. A che età ti sei ritirato dalla scuola regolare?

______ ______ Età

9. Qual è l'anno di corso che hai completato alla scuola regolare?

______ ______ Classe

10. In casa, qual'è la lingua che la tua famiglia parla più spesso?
(Mettere un cerchio sul numero che corrisponde al tuo caso)

1. Inglese
2. Spagnolo
3. Arabo
4. Caldeo
5. Greco
6. Vietnamese
7. Italiano
8. Indiano Americano Indigeno
9. Cinese
10. Tedesco
11. Polacco
12. Altre, scrivere: ____________

____

11. In quale anno sei nato?

19___ ___

12. Qual è la tua razza?
(Metti un cerchio sul numero che corrisponde al tuo caso)

1. Negra

2. Bianca

3. Latina, Spagnola

4. Asiatica, Isole del Pacifico

5. Indiana Americana

13. Qual'è il tuo sesso?
(Metti un cerchio su un numero soltanto)

1. Femminile 2. Maschile

863

1586